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Ontario teachers' reasons for choosing to teach outside Canada

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Ontario Teachers' Reasons for Choosing to Teach Outside Canada

by:

Eron Strong ©

A Thesis

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ABSTRACT

This study examines the factors that influence Ontario teachers' decisions to teach outside Canada. Deciding factors were derived from previous studies related to career choice and career change and involved concepts such as: altruistic motives, intrinsic nature of teaching, financial and circumstantial reasons, fringe benefits and interpersonal influence. Applicants to an overseas teaching recruitment fair were selected as participants for this study. The researcher employed a mixed methods approach to research design where both quantitative and qualitative data were used in the analysis of the research problem. The study found that the decision to leave Ontario and teach outside Canada was the result of a combination of several factors. The study concluded that the most influential factors in this decision included altruistic motives, interpersonal influence and financial and circumstantial reasons.

CHAPTER 1

Statement of the Problem

The primary aim of this research is to determine why some Ontario teachers make the choice to leave the Ontario education system to teach outside Canada. Broman (2000) asserts that according to international teacher placement organizations, the number of international teaching opportunities is increasing (<http://www.tieonline.com/articlespreview.cfm>). Universities continue to offer teacher candidates and experienced teachers resources for finding work overseas such as recruitment offices and international recruitment fairs. Such statements point toward a possible shift in employment opportunities for teachers in Ontario. As international opportunities continue to present themselves, some teachers in Ontario may make the choice to leave the province and teach in schools outside Canada.

The study of career choice and career change provide a framework for this research. Previous studies by Soh (1983) and Cioffi (1985) provide themes around which the literature may be reviewed. Research in career change and turnover has been a major focus of studies in the social sciences (Cioffi, 1985). It has been suggested that factors such as: pay and promotion policies, supervision, peers, working conditions, autonomy, age, and social class origin all play a role in job turnover (Cioffi, 1985). Soh (1983) contends that individuals make career choices based on several factors of varying significance. The formation of this decision is believed to be the result of six factors in varying degrees of significance. These factors include: (a) altruistic motives, (b) interpersonal influence, (c) self-actualization, (d) intrinsic nature of teaching, (e) financial and circumstantial reasons, and (f) fringe benefits. Cioffi (1985) asserts that planned career change involves a multivariate approach including factors such as: career satisfaction, demographics, satisfaction with job requirements, satisfaction with job rewards, and perceived alternate

demands. The proposed research will attempt to determine to what extent certain factors are significant in Ontario teachers' decisions to teach outside Canada. The factors to be studied will be grouped according to six criteria derived from the works of Soh and Cioffi and the literature surrounding these 6 themes will be reviewed. The six criteria to be examined are: (a) altruistic motives, (b) interpersonal influence, (c) self-actualization, (d) intrinsic nature of teaching, (e) financial and circumstantial reasons, and (f) fringe benefits.

Teaching Outside Canada

Teaching outside Canada, as it relates to this study, is the teaching of curriculum, in English, to students in countries outside Canada. International schools for the purpose of this study, are those schools that employ English speaking teachers to teach in English to students in countries outside Canada.

One of the main reasons for the proliferation of international schools is the global desire to learn English. English is the language of business and technology. The United States is one of the most desirable markets in the world, and the most potent military power in the world. Many countries see the need for competency in the English language as a necessary tool for economic and political advancement in the global community. For this reason a community of schools has been established around the world to educate not only foreign students but to offer a North American education to the children of North Americans living and working in different parts of the world.

There are a variety of organizations involved in providing this type of education. American schools are a significant part of this worldwide network. American schools offer American curriculum in English to students in different countries around the world. International Schools, in addition, offer education in English from an American perspective in many countries.

Canadian schools offer education, in English, in a number of different countries from a Canadian perspective. International Baccalaureate (I. B.) schools are, “a non-profit educational foundation based in Switzerland, [that] offer a Diploma Program for students in the final two years of secondary school, a Middle School Years Program for students in the 11-16 age range, and the Primary Years Program for students aged 3 to 12 years,” offered in schools around the world. (I.B.O., 2000) As well, organizations such as JET (Japan Exchange and Teaching Programme) offer ESL instruction to students and members of the international business and government community.

Significance of the Study

The purpose of this study is to examine to what degree certain factors influence Ontario teachers' decisions to teach outside Canada. While much has been written about those teachers who have chosen to teach in international schools, very little exists in the literature to identify why teachers make the decision to do so. Also present in related literature are studies dealing with career choice and career change as it pertains to teaching. However, a review of related literature has not found studies pertaining to Ontario teachers' reasons for choosing to teach outside Canada. The choice to leave one's home, family, culture is not an easy decision to make. Therefore the decision to break with tradition and travel overseas to teach must be the result of significant and powerful perceptions for individuals considering this option. By asking individuals who have decided to teach overseas, it is anticipated that some light can be shed on why these individuals choose to leave Ontario and teach outside Canada.

Ontario teachers face a number of options for employment in the future. Through a review of related literature this study will investigate the variety, quality and availability of employment opportunities for Ontario teachers. This study will then employ research methods adapted from

the study of career choice and career change to determine why Ontario teachers choose to leave Ontario to teach outside Canada. Furthermore this study will generate recommendations that address the loss of Ontario teachers to education systems outside Canada.

CHAPTER 2

Review of Related Literature

Snow (1997) found that: "Each year, thousands of men and women from English-speaking nations go abroad as English teachers through agencies such as the Peace Corps, or Voluntary Service Overseas, or through myriad other government, church, business, and academic organizations" (p. 1). This statement identifies a phenomenon that is occurring with increasing frequency among teachers of English speaking nations. Ontario teachers are no exception to this phenomenon. Teacher candidates and experienced teachers in Ontario continue to apply for and accept teaching positions in schools outside Canada. This continues to happen even in the face of a predicted teacher shortage in Ontario (McIntyre, 2000).

Financial and Circumstantial Reasons

Financial considerations are one of the reasons cited by Soh (1983) in the decision to teach. Cioffi (1985) concludes that, "the most obvious way to recruit teachers and to prevent teacher attrition is by increasing rewards, especially salaries"(p. 72). Fielstra (1955) also found that salary was a factor in the decision to teach. Schwarzweller and Lyson (1978) also found salary to be a positive factor in the decision to choose teaching as a career. The role of salary and financial needs might also play a role in the decision to teach outside Canada. Factors such as amount of student debt or the perceived value of one's work might add to the importance of financial factors. Broman (2000) identifies the fact that good salaries and benefits exist around the world as well:

...most overseas teachers will receive a salary and benefits that allows them to save from \$5,000 to \$45,000 annually, depending on location and cost of living. For, except in Western Europe, overseas teaching jobs offer tax-free salaries and housing benefits that make

significant savings a certain reality. The Far East tends to offer the highest salaries, approaching \$100,000 in Japan; followed by the Middle East.

Some teachers may choose to leave Ontario in the hopes of earning more money or improving their standard of living by accepting signing bonuses or benefits packages: "North Carolina offers \$30,000 scholarships in return for a four-year commitment to teach. Massachusetts has announced a \$20,000 signing bonus..." ("College Calls On Ministry," 1999).

Wykes (1999) asserts that industrious teachers can find school districts in the United States with attractive benefits packages as well. States such as Massachusetts offer some teachers a comprehensive benefits package that might prove attractive for those considering a career outside Canada: "Massachusetts' bonus program is just the newest addition to a range of incentives that can include low-interest housing loans, discounts at restaurants, tax credits, free banking and job shares with full medical benefits" (<http://www.cpxnet.com/campus/ch-teach0125.html>). While signing bonuses and benefits might prove attractive to some teachers, the idea of higher salaries might also help make the decision to leave Canada more plausible.

Burt (1999) identifies the financial opportunities of teaching south of the border. Burt supports the idea that as Ontario salaries continue to stagnate, higher salaries and bonuses in the United States could be luring Ontario teachers away. In a comparison of United States and Toronto District School Board (TDSB) teacher salaries, Burt (1999) found the following:

...the beginning teacher's average salary in the U.S. is \$37,573 (that's \$5,892 more than the TDSB pays a beginning teacher); the average beginning salary for the three states that value teachers the most is \$44,129 (\$12,448 more than the TDSB); an average of the salaries for teachers at the top of the grid for the top ten highest paying cities in the U.S. is \$93,888; in

Yonkers, N.Y. a teacher at the top of the grid makes \$115,931, while in Long Island, N.Y.

the highest teacher salary surpasses \$146,000 (<http://www.osstfdist12.com/index.html>).

Burt's findings demonstrate the existence of higher salaries and higher average salaries in the United States. While it can be said that not every teaching position abroad will offer a higher salary than Ontario, the potential exists for teachers to earn a comfortable living outside the province. If teachers are not satisfied with Ontario, salaries the prospect of better earnings in other countries could be a deciding factor in the choice to teach outside Canada.

Besides financial reasons, job seekers might be trying to take advantage of certain circumstantial factors. Teachers considering an international job might be encouraged by indications that suggest an expanding international job market, and a worldwide teacher shortage might soon become a real concern. Harold Press (1997), in a report on the teacher labour market in Canada cites research that suggests developed nations around the world are preparing to face future teacher shortages: "In recent years there has been a growing concern in many parts of the developed world about imminent teacher shortages. Numerous published reports have highlighted public concerns about potential teacher shortages in countries such as France, Australia, and England" (p. 1). As this information becomes common knowledge among educators in Ontario, it may have an affect on the decisions of teachers to choose where they want to work. If international opportunities exist as a result of worldwide shortages, options for qualified teachers will continue to increase.

As McIntyre (2000) reports, Ontario is not excluded from the woes of a worldwide shortage of teachers. As a result of an aging teacher workforce, the Ontario education system is faced with the daunting reality of massive, province wide retirement.

The retirement of 15,500 active teachers over the past two years is just the beginning of a massive hand-off from one generation to the next. The latest College study shows that more teachers will be able to retire in 2002 than when the 85-factor early retirement window for Ontario teachers opened in 1998. The experience of 1998, when more than 10,000 active teachers retired, tells us that many will choose early retirement. The difference two years from now for Ontario boards of education is that the reserve pool of former Ontario graduates, former teachers and occasional teachers they recruited from in 1998 is now substantially depleted. For many areas and teaching subjects, it could be a tough road for board recruiters (p. 21).

The impact of such retirement trends has left Ontario with a shortage of qualified teachers. The Ontario College of Teachers is currently attempting to convince the Ontario government to increase funding to faculties of education in order to deal with the shortage. In a recent motion the Ontario College of teachers made the following resolution:

Resolved that the Ontario College of Teachers request that the Minister of Education and Training offer sufficient funding targeted specifically to the Ontario faculties of education to fund an additional 2,000 spaces in Primary-Junior and core technological and academic subjects in Intermediate-Senior pre-service teacher education programs for the next five years commencing with the 1999-2000 academic year to address the teacher shortage ("College Calls On Ministry," 1999).

Ontario is now confronted with a situation it has not faced in recent memory, the possibility of a long-term teacher shortage. Yet even in the midst of a promising job market at home, some Ontario teachers still seek employment outside Canada.

The number of international teaching opportunities is increasing. According to Broman (2000) the expansion of American and International school programs has created a demand for qualified teachers: "With the overall growth and expansion of American overseas and international schools throughout the world, the need for qualified overseas teachers and administrators has put serious pressures on recruiters" (<http://www.tieonline.com/articlespreview.cfm>). Such a statement suggests one reason why qualified educators might choose to work in international schools. As the job market expands, more opportunities are made available to educators who once might not have considered the possibilities of work overseas. Simply believing that there is need for one's abilities can motivate an individual to consider pursuing employment in a given field.

This growth and expansion of overseas schools creates opportunities for qualified teachers and administrators from Ontario. Schools administrators in California and the U.K. have recognized the abilities of Ontario teachers and actively seek them out to fill staff positions. Bahr (1988) identifies this trend in the following observation: "...in other places like the U.K. and California, teachers are in short supply and well-educated Ontario teachers are in demand" (p. 15). Such specific targeting of Ontario teachers indicates another possible reason for teacher candidates and experienced teachers to seek employment outside Ontario. Bahr goes on to state, "British schools have difficulty getting highly qualified staff and Canadian-trained teachers are in high demand" (p. 15).

Not only is there high demand for qualified Canadian teachers in other countries, but other countries are willing to visit Ontario with the express intent to find and hire qualified Ontario teachers. Bahr's article reports the opinion of a British personnel manager, Anne Hazlett, when she writes, "...Canadian universities ranked among the best. Contact with a graduate of

Queen's faculty of education brought Hazlett and some principals to Ontario to recruit teachers" (p. 16). Such high praise for Canadian teachers is common in the international school network and some Ontario teachers are aware of the fact. The knowledge that Ontario teachers are sought out by foreign schools might also be a deciding factor for those considering the move into international teaching.

McIntyre & Smith (1997) suggest that this demand from outside Ontario's borders has had an affect on the number of teachers who have chosen to teach outside Canada. In their article the question is asked, "How many of these [teachers] will have gone to other countries to teach or on to other careers" (p. 8). This statement suggests that prospective Ontario teachers have already made or will make the decision to seek employment opportunities internationally.

Browne (2000) supports this concern in an article that addresses the findings of the Minister's Task Force on Teacher Supply. Browne identifies the fact that the Ontario Ministry of Education recognizes the possibility of a teacher shortage in the near future. Although many factors have contributed to this predicted shortage (early retirement, career change, etc.) Browne also acknowledges the loss of teachers to the United States, "Many Canadian teachers in recent years have found work in the United States, and that drain on teachers may present even more of a problem in the future" (p. 20). This southward migration is yet another indicator of the phenomenon of Ontario teachers making the decision to teach in other countries. As Browne suggests, there is a good chance the migration may continue,

According to information presented at the conference, many U.S. states are experiencing serious shortages in subject areas similar to Ontario – the sciences, mathematics, special education and technology – with additional shortages in inner cities and poorer districts. The

U.S., which is currently Ontario's largest source of teachers educated outside Canada, estimates it will need approximately 2.2 million new teachers over the next 10 years (p. 21). This increased need for teachers south of the border could have a significant impact on where Ontario teachers decide to live and work in the future.

The increasing need for teachers in the United States could very well serve as a catalyst for migration of Ontario teachers to American schools. This migration might also be encouraged by incentives from American recruiters as indicated by Browne (2000),

Some American employers have begun to collect and share information on the problem, recruit via the Internet, offer salary bonuses and other financial incentives in hard-to-fill areas and provide alternative teacher education programs aimed at minority and inner city paraprofessionals (p.21).

Browne's findings lead to the discussion of another reason why Ontario teachers might choose to teach in another country. Not only are jobs available outside Ontario, but financial incentives are now being offered to lure qualified teachers.

Opportunities are not only offered from outside Ontario's borders. Organized recruitment fairs are now offering the option to search for international teaching jobs without leaving the country. In Ontario, Queen's University in Kingston offers teacher candidates and experienced teachers resources as well as recruitment opportunities for international teaching positions. Regular postings can be found at the placement office for teaching positions in international schools. Once a year Queen's University hosts a *Teacher's Overseas Recruiting Fair*. As described on the Queen's University web page:

Most of the schools in attendance will be international schools. Such schools are funded primarily through tuition fees, have English as the primary language of instruction and base

their curricula on the British or American models. A few of the schools attending the Queen's Recruiting Fair have an Ontario curriculum. Salaries and benefits, cost of living, and composition of the teaching staff all vary widely. While some schools are able to pay attractive salaries, most teachers accept contracts overseas primarily for personal or professional enrichment. Typically about 50 schools from 25-30 countries participate. (<http://educ.queensu.ca/~placment/recruiting.html>).

Such organized events provide opportunities for teacher candidates and experienced teachers alike by creating access to a network of international educational institutions. This event breaks down the barriers and dispels some of the mysteries of international education by offering workshops, seminars and interview opportunities for participants in the fair. By creating an atmosphere of accessibility to the international job market, such events make the decision to teach abroad an easier one to make.

The chances of being hired for an overseas job are also reasonably high. A popular way to find an international job is to attend an I.S.S. (International School Search) IRC (International Recruitment Centre) job fair. Mary Rabbitt (1992) writes, "Actually, the chances are quite good: better than one in three. In 1991, 39% of the IRC candidates at the Boston centre were placed, and 38% of the IRC candidates in New Orleans landed overseas jobs " (p. 410). Since this article was published, I.S.S. (International School Search), the organization responsible for I.R.C., has noted an improvement to these chances of being recruited at one of their job fairs. I.S.S. (2000) asserts that, "Approximately 40 percent (over 750 educators) of ISS teaching and administrative candidates are placed annually in international schools worldwide." (<http://www.issedu/edustaff/edustafffaq.html>).

Altruistic Motives

Phillips et al. (1999) investigated the reasons for entering the profession of teaching. The study reports that one of the reasons cited by prospective teachers for choosing the teaching profession was the opportunity to “experience great pleasure and personal satisfaction when children learn as a direct result of their actions as teachers” (p. 8). This perception does not seem to have changed much since Fielstra’s (1955) study. The study reports that the opportunities in teaching considered to be most important by prospective teachers were: “(1) to help youngsters develop sound values, describe citizenship attitudes, and deep appreciation for the good and the beautiful, and (2) to work with children and adolescents and to be an inspiration to them” (p. 667). Cioffi (1985) further suggests that satisfaction with support from supervisors may influence the decision to change careers (p. 8). This perception of support might lead to a sense of accomplishment with respect to altruistic motives. Cioffi also found that, “when an organization provides a level of worker autonomy which is compatible with worker expectations, the level of satisfaction is high and employee turnover and absenteeism are low” (p. 11).

Despite the altruistic desires of teachers, the reality of teaching can serve to undermine the best intentions. Lack of government support and poor public perception of the profession may discourage prospective teachers from choosing to work in Ontario. Sykes (1983) identifies several problems in attracting teachers to the profession:

You cannot attract a sizeable number of talented college graduates to an occupation that features low wages, questionable working conditions, declining occupational prestige, declining public support, and diminished opportunities for the exercise of professional judgment. This, however, is the picture of teaching that I see in our time (p. 93).

Sykes' words appear to apply to the current state of the profession of Ontario. In recent years, strained relations between teachers unions and government have served to undermine the altruistic nature of teaching as suggested by Phillips et al. (1999). One does not have to look far to find evidence of low morale in staff rooms in Ontario.

According to Jefferson (1998) changes brought in by the Ontario government such as Bill 160 have strained teacher-government relations. Teacher strikes and publicized disputes between teachers unions and the government are an increasingly common part of the teaching profession. The government's work-to-rule legislation and teachers' refusal to participate in extra-curricular activities are symptoms of a worsening environment for teachers in Ontario. This, in combination with past scarcity of jobs, may have an affect on those considering a teaching career in Ontario. Even though some of the deterrents to enrolment have been removed and employment opportunities increase, the situation has changed. Jefferson (1998) identifies the idea that recent Ontario policy changes such as Bill 104 and Bill 160 are changing the environment in Ontario schools.

The process resulted in the professional organizations becoming even more alienated then they had been toward government reform. Nevertheless, the government proceeded with its plans and school boards, schools, teachers, and parents are struggling with the new expectations that the changes bring (p. 3).

It might be considered that a negative political climate and poor teacher-government relations are pushing teachers away form Ontario teaching jobs. It appears as though the once highly sought after teaching career in Ontario has lost its attraction. Further evidence of the poor morale of Ontario teachers is reflected in discussions in Queen's Park. Wildman (1997)

expressed concerns that the quality of education in Ontario might suffer as a result of the demoralizing effects of Bill 160 on Ontario teachers:

I can't understand this. I don't understand how any government can believe that the very people who must deliver the education for the students of Ontario can do so if they're completely demoralized and angry at the government that is setting educational policy. The government continually says that teachers are overpaid and under worked, that they're inefficient, that they have too much time off, and implies that somehow they're not really interested in the welfare of students, in the quality of education for pupils in Ontario. No wonder the teachers are unhappy and angry.

This statement illustrates the strained relationship between teachers and the Ontario government. The result of such political strain can result in low teacher morale. Teachers who are dissatisfied or unhappy working in the Ontario Education system may decide to teach abroad in hopes of finding a more satisfying or pleasant work environment. In addition to altruistic motives, the literature has found that the intrinsic nature of teachers might play a role in the type of career they choose.

Intrinsic Nature of Teaching

Soh (1983) identified factors that identify the intrinsic nature of teaching as: an interesting job, a challenging job and prefer to work with children (p. 15). Soh reports that graduate students tended to be influenced by such motives as: liking children, liking to teach and prefer to work with children (p. 43). Phillips et al. (1999) found similar motives in a study of prospective teachers. The study reports that challenge is a welcome part of the profession for some teachers: "it is these very challenges that intrigue them and offer a career seen as a most challenging and

rewarding profession” (p. 9). This desire for challenge may influence some teachers to seek different environments to test their abilities outside Canada.

Self-Actualization

Soh (1983) identifies other factors involved in the choice of teaching as a career. Realizing one’s potential, furthering education and fulfilling one’s ambitions are factors identified in the study (p. 15). Such factors may be described as parts of what is now referred to as professional development. In a study of planned teacher career change Cioffi (1985) asserts that, “teachers who are leaving the profession are the younger teachers who are... dissatisfied with their salaries and opportunities for promotion or advancement in teaching (p. 70). Fielstra (1955) also reports that “to work in a profession which makes possible and encourages continuous growth while in service” (p. 667) was an influencing factor in the decision to teach. This desire for professional growth might also be a contributing factor in the decision to teach outside Canada.

The experience of teaching abroad offers educators the chance to grow both professionally and personally. Bailey & Herman (1991) summarize the effect international teaching had on them:

We have concluded that unexpectedly profound changes have taken place in our personal and professional lives as a result of teaching and living in a foreign land. We are now keener observers of world events and domestic events... we also feel like accepted members of a truly international community of scholars, and we hope that many others will join us (p. 120).

Many teachers report feelings of personal and professional growth. Broman (2000) reinforces the argument that international teaching offers teachers attractive professional opportunities:

Overseas teaching jobs offer far more professionally, including small classes (well under 25), strong staff development opportunities, and very talented overseas teachers as colleagues and friends. And, overseas administrative opportunities abound for those seeking leadership experiences. Many overseas administrative positions are filled internally; and the 10% to 25% turnover rate experienced by many schools guarantees that new overseas jobs in supervision will be available (<http://www.tieonline.com/articlespreview.cfm>).

The experience of teaching abroad offers many possibilities for professional growth. The chances for varied and different professional growth experiences might become a deciding factor for some teachers to choose to teach outside Canada.

Fringe Benefits

Soh (1983) identifies spare time, long vacation and short working hours as possible fringe benefits that might influence the choice to teach (p. 15). It has also been found that, "satisfaction with rewards significantly contributes to planned career change [and]... satisfaction with rewards correlates very highly with career assessment" (Cioffi, 1985). Allain et al. (1984) identifies prestige, shorter hours, numerous holidays and long summer vacations as possible reasons to choose teaching (p. 12). While such benefits may be less a part of present-day teaching in Ontario, they may exist outside Canada. An obvious fringe benefit to teaching outside Canada is the chance to travel and perhaps the opportunity to learn about new cultures.

For further evidence of why teachers choose to work overseas, one can look to the research on teacher candidates' choices for placement experience. Because these individuals are in essence, teachers, there reasons for choosing international placement would be similar to a qualified teacher seeking overseas employment. In a study of New Zealand student teachers, Barr (1995) asked the question "Why did you choose to do your teaching practicum in the United States

rather than New Zealand?” Responses to the question may shed some light on why Ontario teachers chose to teach in international schools. Respondents to Barr’s questions gave answers like:

The opportunity to travel was there and I just couldn’t pass it up”; “...the opportunity to travel and broaden my experience as a teacher... was an opportunity that I couldn’t pass up.”; “I wanted to visit an education system different from our own. I wanted to compare the two systems. I wanted an opportunity to go overseas”(p. 7).

From these three statements a predictable response arises, the desire to travel. Undoubtedly, the opportunity to travel plays a big role in the decisions of many to teach abroad. However, the opportunity to compare one’s own system of education with that of another country also surfaced as a deciding factor in Barr’s study. Such benefits might also be a deciding factor for teachers considering teaching outside Canada.

Interpersonal Influences

Fielstra (1955) asserts that the choice to teach is the result of influence by a friend or relative or inspirational teacher (p. 667). Soh (1983) identified friends or family as influential in the decision to teach. Knowing an individual who has taught outside Ontario might also be an influential factor in the decision to teach outside Canada.

Evidence of reasons for teaching abroad is common in the literature. Still there is room for investigation as to what motivates teachers to make the decision to leave their home province to pursue a teaching job in another country. One can speculate that individuals respond to financial and circumstantial situations. The need to satisfy altruistic desires might influence some to seek refuge from: growing class sizes, increased workload, decreased public sympathy and support, lack of support from administration/government. The need for self-actualization and

professional/personal growth might influence some to seek these outside Canada. The intrinsic nature of teachers and teaching may influence some to seek challenge or adventure. The fringe benefits of contact with other cultures, the opportunity to learn a new language, the ability to travel and see new things may be influential in the decision. The influence of knowing someone with international teaching experience might also play a role in the decision to teach outside Canada.

There are a number of reasons why teachers might choose to leave Ontario and teach overseas. Some teachers may leave because they believe chances are good they will find work abroad. Others may feel there are opportunities to find signing bonuses and benefits packages or earn higher salaries overseas. An additional reason for teaching internationally might include the desire for adventure, travel and immersion in a new culture or language. Still others may believe they have something to gain professionally or personally by testing themselves in a foreign setting. The possibility also exists that some teachers are dissatisfied with the current education system in Ontario and hope to find greener pastures elsewhere in the world, while others may have been influenced by friends or family who have experience teaching in other countries.

Theoretical Considerations

This study attempts to determine if there are factors that “pull” teachers towards teaching abroad as well as “push” factors that may repel teachers from teaching in Ontario. Pull factors are those elements of teaching that teachers perceive to be desirable, whereas dissatisfaction with certain elements of teaching might be described as push factors. Having examined previous studies dealing with motives for choosing to teach, Soh (1983) identified several factors that influenced individuals in their choice of teaching as a career. Soh’s work was adapted from a study of motives for choosing teaching as a career by Lau et al. (1968). The study examined the

influence of variables grouped under two main criteria: background information and motives for teaching (p. 14). A similar study (Cioffi, 1985) examined planned career change of teachers by employing a multivariate model.

In Soh's study, the items of motives for teaching are grouped under six broad categories: altruistic motives, interpersonal influences, self actualization, intrinsic nature of teaching, financial and circumstantial reasons, and fringe benefits (p. 14). Similar criteria were employed by Cioffi: career satisfaction, demographics, satisfaction with job requirements, satisfaction with job rewards, and perceived alternate demands.

A model for the study of Ontario teachers' reasons to teach outside Canada was derived from those developed by Cioffi and Soh. The present model draws on the strengths of those previously proposed by Cioffi and Soh. Whereas the two models overlapped with respect to several factors, Cioffi identified perceived alternate demands as an important factor in career change. This element was incorporated into the financial and circumstantial part of the present model. The result was a model that employs six criteria under which teachers' reasons to teach outside Canada can be examined.

The present model differs from the previous two as it combines the study of career choice and career change under one framework. While the participants in this study are choosing to remain in the teaching profession, the decision they make will have profound effects on the way they work and live. In effect, the decision they make is not only a change in career, but the choice of a new career. With this in mind, the model provides a framework within which reasons for choosing to teach internationally can be evaluated.

Research Questions

The following research questions were derived from themes in the literature and represent the core of the proposed research project:

1. Do altruistic motives influence the decision to leave Ontario and teach outside Canada?
2. Do interpersonal influences influence the decision to leave Ontario and teach outside Canada?
3. Does the need for self-actualization influence the decision to leave Ontario and teach outside Canada?
4. Does the intrinsic nature of teaching influence the decision to leave Ontario and teach outside Canada?
5. Do financial and circumstantial reasons influence the decision to leave Ontario and teach outside Canada?
6. Do fringe benefits influence the decision to leave Ontario and teach outside Canada?

Fig 1. Cioffi's Working Model of Teacher Planned Career Change

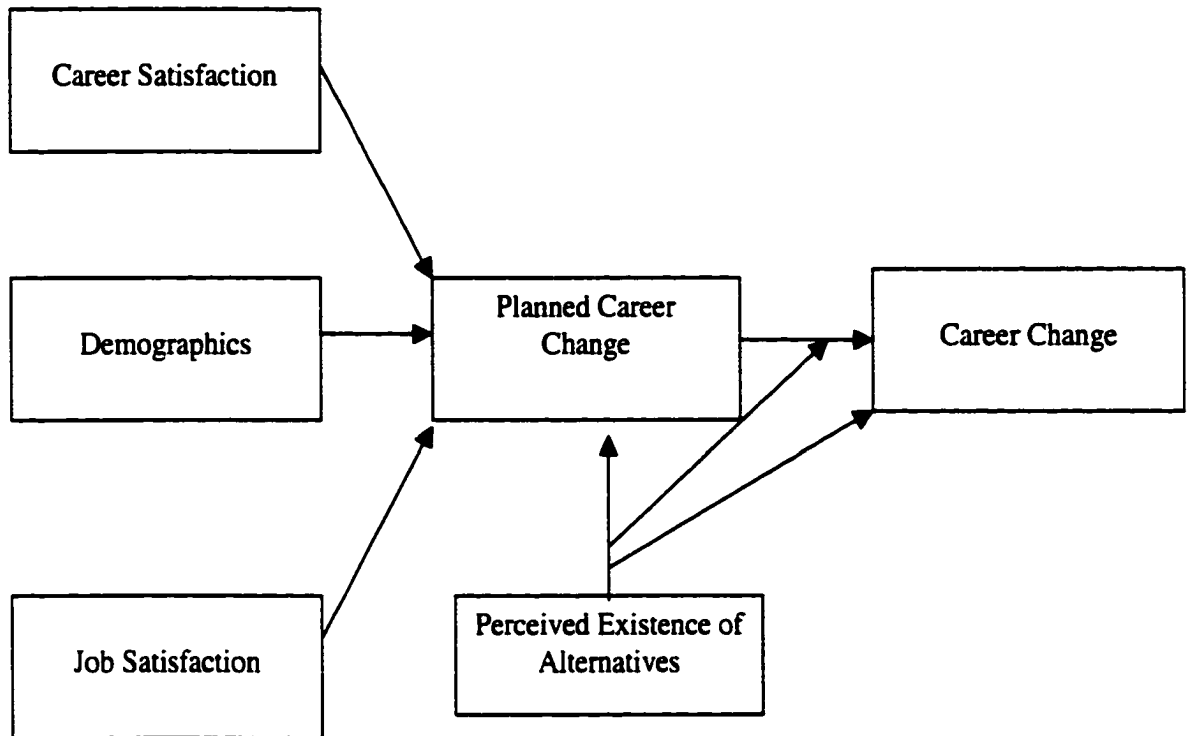


Fig 2. Soh's Model of Choice of Teaching as a Career

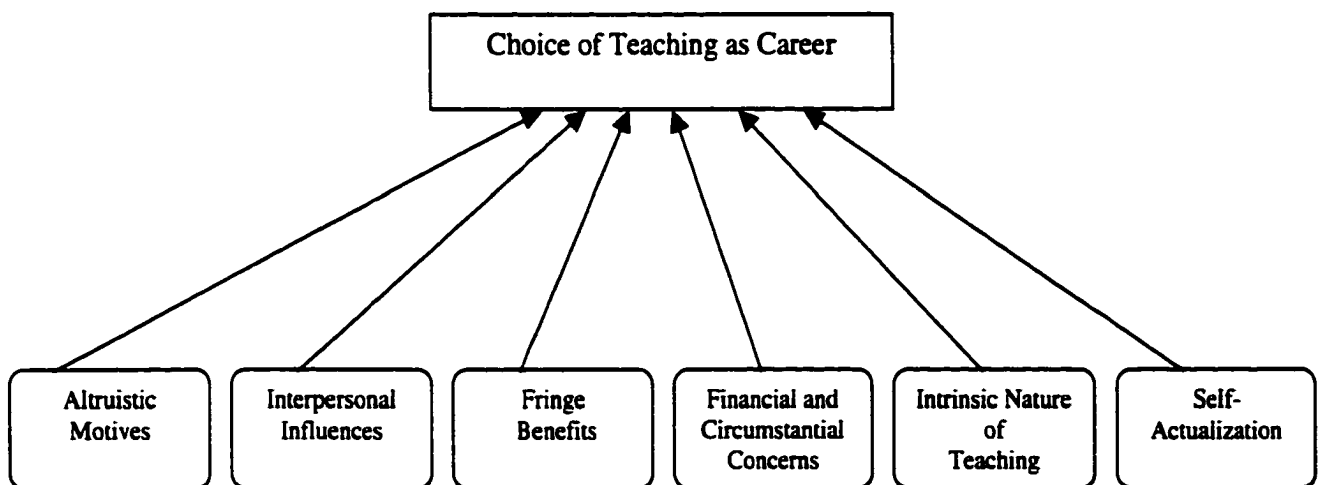
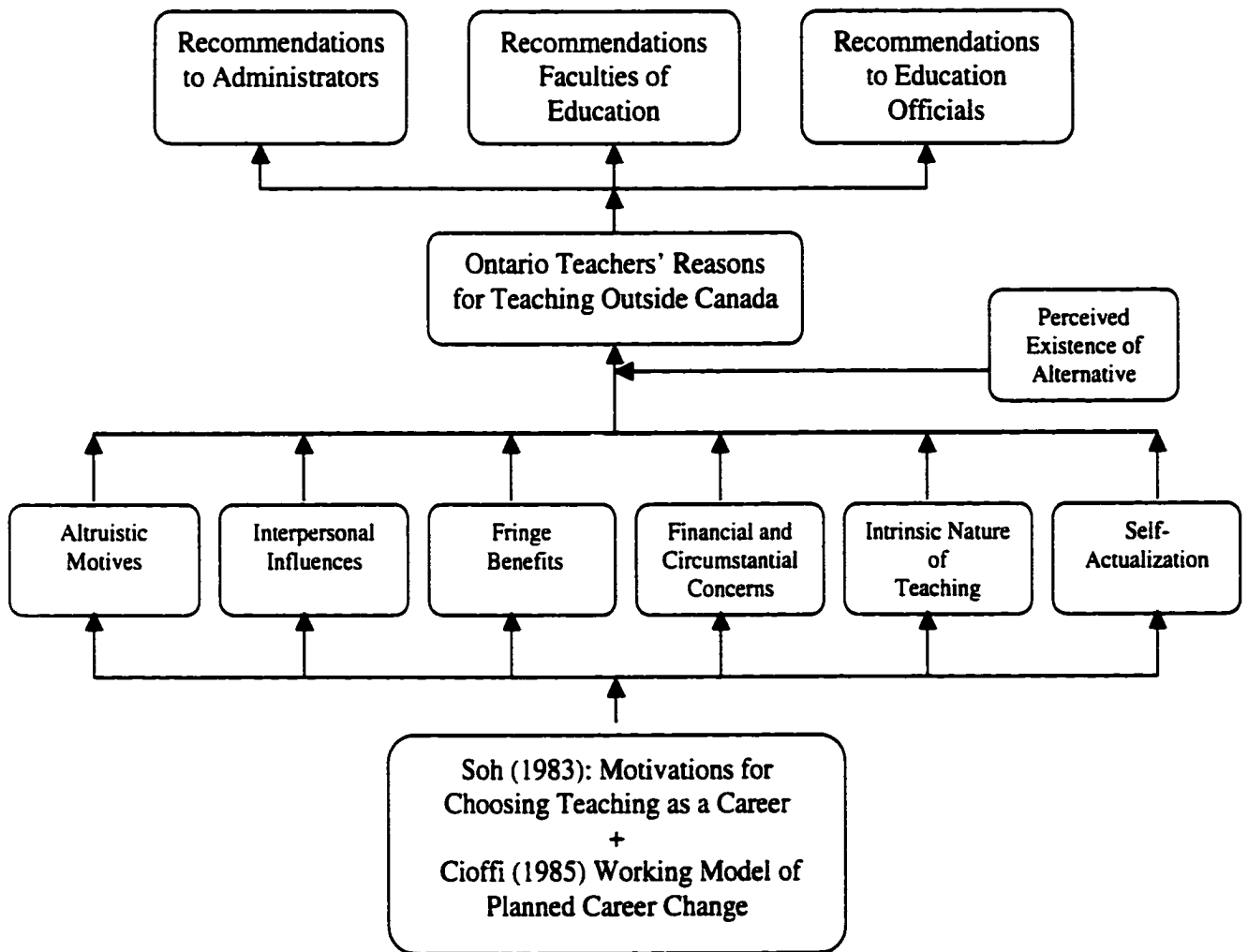


Figure 3. Theoretical Model for Ontario Teachers' Reasons for Teaching Outside Canada



CHAPTER 3

Design of the Study

Methodology

Participants and Data Collection

A total of 104 participants provided information for this study by completing a questionnaire regarding reasons for choosing to teach outside Canada. Participants were applicants to the 2001 Teaching Overseas Recruitment Fair at Queen's University in Kingston, Ontario. Participants included both pre-service and experienced teachers. The questionnaire was designed to identify pre-service and experienced teachers in order to determine if results would differ between the two groups. Applicants were sent questionnaires in the application package that were sent out by the Queen's Placement Office. All of the questionnaires included a cover letter stating that completion of the questionnaire was voluntary and in no way affected their chances of securing a job at the recruitment fair. Questionnaires were returned to the investigator by placing the questionnaires into sealed boxes to ensure confidentiality. Names were not required on the questionnaires. By the end of the fair 104 questionnaires were collected, yielding a 43% response rate. Because of the voluntary nature of the questionnaire, caution must be exercised in generalizing results.

Instrument

A questionnaire (see Appendix A) was administered containing items for collecting both quantitative and qualitative data. Items in the questionnaire were derived from themes developed in a review of relevant literature. The themes for analysis and comparison are: (a) altruistic motives, (b) interpersonal influence, (c) self-actualization, (d) intrinsic nature of teaching, (e) financial and circumstantial reasons, (f) fringe benefits.

These themes produced 22 variables representing reasons for teaching outside Canada.

Theme 1: Altruistic Motives

Items #8, #12, #17, #18, #21, and #22 pertain to factors that might aid or impede a teacher's ability to fulfill altruistic needs such as feeling good about helping students.

Theme 2: Interpersonal Influence

Item #13 concerns the influence of knowing an individual with teaching experience outside Canada.

Theme 3: Self Actualization

Items #6, #7, #19, and #20 deal with factors that aid or impede a teacher's ability to develop professionally or advance in one's career.

Theme 4: Intrinsic Nature of Teaching

Items #2, #3, and #5 refer to factors intrinsic to the nature of teaching and life long learning. The desire to learn and discover are intrinsic to the nature of teaching.

Theme 5: Financial and Circumstantial Reasons

Items #1, #4, #14, and #15, identify the financial factor of salary and the circumstantial factor of perceived ability to obtain employment.

Theme 6: Fringe Benefits

Items #9, #10, #11, and #16 relate to reasons such as health plans, opportunities for travel or the search for a future spouse.

The questionnaire used a 4-point Likert style inventory designed to measure participants' responses to specific statements about reasons for teaching outside Canada. 12 variables were also chosen to acquire background information on participants. Participants were also given the

opportunity to write responses to open-ended questions in order to provide data not permitted by other parts of the questionnaire.

Data Analysis

In order to employ the advantage of both quantitative and qualitative approaches, a mixed methodologies approach to research was employed, in which quantitative and qualitative research methods are combined (McWilliam, 1991). Anisef et al. (1986) point out that reliability is the strength of quantitative research, they also identifies the value of the qualitative approach, "...qualitative research methodologies provide effective tools for studying subtle nuances of attitudes and behaviours..."(p. 52). Merriam (1998) adds to this view by stating, "In contrast to quantitative research, which takes apart a phenomenon to examine component parts, qualitative research can reveal how all the parts work together to form a whole" (p. 6). Stainbeck and Stainbeck (1984) assert that, "the bottom line is that the qualitative findings provide the context of meanings in which quantitative findings can be understood" (p. 407). Thus the mixed methodological approach of this study brought together both quantitative and qualitative data to support findings produced by the sample group. As mentioned previously the questionnaire identified pre-service teachers and experienced teachers and analysis compared responses from both groups.

Data analysis was consistent with a mixed methods approach. In the case of this questionnaire the data was analyzed using Statistical Package for Social Studies (SPSS). Analysis attempted to ascertain the relationships between variables as well as the degree of the relationships between the variables from the questionnaire. The degree of association between all variables was computed using Pearson product-moment correlations as well as chi square analysis. Chi square analysis was used to determine differences in responses between respondents in different

background groups. Correlation analysis was used to determine if any trends existed between background groups and deciding factors. Descriptive statistics were employed to determine the frequency and degree of participant response to statements presented in the questionnaire. Data from open response questions was analyzed to determine the frequency and percentage of similar responses. This approach is consistent with the constant comparative method as described by Merriam (1998), "... the constant comparative method involves comparing one segment of data with another to determine similarities and differences" (p. 18). The data obtained from open-ended questions was used to support findings from the statistical analysis of the Likert-scale items from the questionnaire.

As each questionnaire was received it was coded with an identifying number. Responses were then grouped according to the open-ended item. Responses to the statement, "The things that pull me towards international teaching are," were coded as REP. Responses to the statement, "The things that push me away from teaching in Ontario are," were coded as REN. Responses to the statement, "By choosing to teach internationally I hope to," were coded as REH. Responses to the question "How did you find out about teaching opportunities abroad?" were coded as REI. Therefore a reference to the first respondent with respect to things that pull one toward international teaching would be coded as REP 1.

Limitations

This study was based on voluntary response to a questionnaire that investigated levels of satisfaction as well as opinions about circumstances related to teaching outside Canada. Caution should be exercised in generalizing results. Participants in this study were limited to those attending the Teaching Overseas Recruitment Fair at Queen's University in Kingston, Ontario. Collection of questionnaires was done during a busy, three-day recruitment event. Although

some questionnaires were completed prior to the fair, others were completed over the course of the three-day event. The limitations of the measurement involved are recognized. Small sample size necessitated the combining of opinion categories to improve statistical analysis. Due to the size of the sample in this study caution should be exercised in generalizing results of the correlation and chi square analysis.

CHAPTER 4

Results

Overview of Participants

A frequency analysis of the sample (n = 104) was conducted to provide descriptive demographic information about the study group. Percentages used in reporting the data were valid percentages and took account of missing or incomplete data in the questionnaire. It was determined that 17.5% (18) of participants were among the 20 to 24 year old age group, 35.9% (37) of participants were among the 25 to 29 year old age group, 20.4% (21) of participants were among the 30 to 34 year old age group, 5.8% (6) of participants were among the 35 to 39 year old age group, and 20.4% (21) of participants were among the 40 years old and over age group. The study group was comprised of 53.4% (55) female participants and 46.6% (48) male participants. Analysis of frequencies of marital status determined that 58.3% (60) of participants were single, 23.3% (24) of participants were married, 7.8% (8) were divorced, and 10.7 (11) of participants were common law.

Nine decimal seven percent (10) participants had obtained a B.A. only, 67.0% (69) participants possessed a B.ED., 21.4% (22) held Masters degrees, and 1.2% (2) held Ph.D.s. Twenty-two decimal three percent (23) of participants were Primary/Junior (P/J) teachers, 20.4% (21) were Junior/Intermediate (J/I) teachers, and 56.3% (58) were Intermediate/Senior (I/S) teachers. In the area of subject taught, 35.7% (35) participants were involved in the teaching of humanities, 11.2% (11) of participants were math teachers, 16.3% (16) were teachers of science, 4.1% (4) were art teachers, and 15.3% (15) were both math and science teachers. It should be noted that in the "subject taught" part of the questionnaire 17 primary teachers did not indicate a subject taught and made up the remaining 17.3% of this part of the questionnaire. It is

reasonable to assume that due to the nature of Primary/Junior instruction that these individuals are responsible for teaching more than one subject area.

Seventeen decimal five percent (18) of respondents had no teaching experience, 53.4% (55) of respondents had from 1 to 5 years of teaching experience, 13.6% (14) of respondents had from 6 to 10 years of teaching experience, 2.9% (3) of respondents had from 11 to 15 years of teaching experience, 1.9% (2) of respondents had from 16 to 20 years of teaching experience, and 10.7% (11) of respondents had over 20 years of teaching experience. Frequencies of knowing someone with overseas teaching experience determined that 91.2% (93) of respondents knew someone with overseas teaching experience and that 8.8% (9) of respondents did not know someone with overseas teaching experience.

When asked how long they planned to teach overseas, 44.1% (45) of respondents planned to teach 1 to 2 years, 16.7% (17) of respondents planned to teach 3 to 5 years, 7.8% of respondents planned to teach 6 to 10 years, 7.8% (8) of respondents planned to teach over 10 years and 23.5% (24) were not sure how long they would teach overseas.

Fifty-two decimal nine percent (54) of respondents reported that they had no student debt, 14.7% (15) of respondents reported that they owed from 1 000 to 9 000 dollars, 8.8% (9) of respondents owed 10 000 to 19 000 dollars, 14.7% (15) of respondents owed 20 000 to 29 000 dollars, and 8.8% (9) owed over 30 000 dollars in student debt. 20.8% (21) earned 0 to 10 000 dollars annually, 3.0% (3) earned 10 000 to 20 000, 3.0% (3) earned 20 000 to 30 000, 24.8% (25) earned 30 000 to 40 000, 18.8% (19) earned 40 000 to 50 000, 20.8% (21) earned over 50 000 and 8.9% (9) did not wish to respond. The analysis of respondent's parents' annual earnings revealed that 3.8% (2) of respondent's parents earned from 10 000 to 20 000 dollars, 9.4% (5) of respondent's parents earned from 20 000 to 30 000 dollars, 3.8% (2) of respondent's

parents earned from 30 00 to 40 000 dollars, 5.7% (3) of respondent's parents earned from 40 000 to 50 000 dollars, 39.6% (21) of respondent's parents made over 50 000 dollars, and 37.7% (20) of respondents did not wish to respond.

Overall Comparison of Responses

Questions and responses were grouped according to the research themes identified in the methodology section of the study. Frequencies were presented in percentages for ease and consistency of comparison.

Frequencies for Factors Pertaining to Altruistic Motives

Table 1 presents participant responses to the statement, "Learning different approaches to teaching is a factor in my decision to work overseas." As is shown, 15.5% (16) of respondents strongly agreed with the statement, 61.2% (63) agreed with the statement, 20.4% (21) disagreed with the statement, and 2.9% (3) strongly disagreed with the statement.

Also shown are participant responses to the statement, "Teacher workload is a factor in my choice of an overseas teaching position." As shown, 20.4% (21) of respondents strongly agreed with the statement, 35.9% (37) of participants agreed with the statement, 40.8% (42) of participants disagreed with the statement, and 2.9% (3) of participants strongly disagreed with the statement.

As well Table 1 demonstrates participant responses to the statement, "I am satisfied with the workload for Ontario teachers." As can be seen, 3.9% (4) of participants strongly agreed with the statement, 17.5% (18) of participants agreed with the statement, 35.0% (36) disagreed with the statement, and 43.7% (45) of participants strongly disagreed with the statement.

In addition the table illustrates participant responses to the statement, "I am satisfied with the amount of planning time allowed for Ontario teachers." As shown, 1.0% (1) of participants

strongly agreed with the statement, 13.5% (14) of participants agreed with the statement, 38.5% (40) of participants disagreed with the statement, and 47.1% (49) of participants strongly disagreed with the statement.

Table 1 further presents participant responses to the statement, “Teachers are well respected by the public in Ontario.” As is shown, 1.0% (1) of participants strongly agreed with the statement, 15.4% (16) of participants agreed with the statement, 38.5% (40) of participants disagreed with the statement, and 45.2% (47) of participants strongly disagreed with the statement.

Finally, table 1 shows participant responses to the statement, “Teachers are well respected by the government in Ontario.” As can be observed, 1.0% (1) of participants strongly agreed with the statement, 3.8% (4) of participants agreed with the statement, 25.0% (26) of participants disagreed with the statement, and 70.2% (73) of participants strongly disagreed with the statement.

Table 1.

Participant Response Percentages Related to Altruistic Motives

Questionnaire Item	Participant Response Percentage			
	Strongly Agree	Agree	Disagree	Strongly Disagree
Learning different approaches to teaching is a factor in my decision to work overseas	15.5%	61.2%	20.4%	2.9%
Teacher workload is a factor in my choice of an overseas teaching position	20.4%	35.9%	40.8%	2.9%
I am satisfied with the workload for Ontario teachers	3.9%	17.5%	35.0%	43.7%
I am satisfied with the amount of planning time allowed for Ontario teachers	1.0%	13.5%	38.5%	47.1%
Teachers are well respected by the public in Ontario	1.0%	15.4%	38.5%	45.2%
Teachers are well respected by the government in Ontario	1.0%	3.8%	25.0%	70.2%

Frequencies for Factors Pertaining to Interpersonal Influence

Table 2 illustrates participant response to the statement, "Knowing someone with international work experience is a significant factor in my decision to work overseas." As shown, 20.4%, (21) of participants strongly agreed with the statement, 45.6% (47) of participants agreed with the statement, 26.2% (27) of participants disagreed with the statement, and 7.8% (8) of participants strongly disagreed with the statement.

Table 2.

Participant Response Percentages Related to Interpersonal Influence

Questionnaire Item	Participant Response Percentage			
	Strongly Agree	Agree	Disagree	Strongly Disagree
Knowing someone with international work experience is a significant factor in my decision to work overseas	20.4%	45.6%	26.2%	7.8%

Frequencies for Factors Pertaining to Self-Actualization

Table 3 presents participant response to the statement, "There are more opportunities for professional development overseas than in Ontario." As shown, 12.6% (13) of participants strongly agreed with the statement, 31.1% (32) of participants agreed with the statement, 52.4% (54) of participants disagreed with the statement, and 3.9% (4) of participants strongly disagreed with the statement.

The table also demonstrates participant response to the statement, "There are more opportunities for career advancement overseas than in Ontario." As can be seen, 11.0% (11) of participants strongly agreed with the statement, 26.0% (26) of participants agreed with the statement, 58.0% (58) of participants disagreed with the statement, and 5.0% (5) of participants strongly disagreed with the statement.

Furthermore, the table shows participant response to the statement, "I feel there are good opportunities for professional development in Ontario." As can be seen, 8.8% (9) of participants strongly agreed with the statement, 55.9% (57) of participants agreed with the statement, 21.6% (22) of participants disagreed with the statement, and 13.7% (14) of participants strongly disagreed with the statement.

Finally, table 3 illustrates participant response to the statement, “I feel there are good opportunities for career advancement in Ontario.” As presented, 10.8% (11) of participants strongly agreed with the statement, 58.8% (60) of participants agreed with the statement, 22.5% (23) of participants disagreed with the statement, and 7.8% (8) of participants strongly disagreed with the statement.

Table 3.

Participant Response Percentages Related to Self-Actualization

Questionnaire Item	Participant Response Percentage			
	Strongly Agree	Agree	Disagree	Strongly Disagree
There are more opportunities for professional development overseas than in Ontario	12.6%	31.1%	52.4%	3.9%
There are more opportunities for career advancement overseas than in Ontario	11.0%	26.0%	58%	5%
I feel there are good opportunities for professional development in Ontario	8.8%	55.9%	21.6%	13.7%
I feel there are good opportunities for career advancement in Ontario	10.8%	58.8%	22.5%	7.8%

Frequencies for Factors Pertaining to the Intrinsic Nature of Teaching

Table 4 presents participant response to the statement, “Learning about a new culture is a significant factor in my decision to work overseas.” The frequencies show that 58.3% (60) of participants strongly agreed with the statement, 40.8% (42) of participants agreed with the statement, 1.0% (1) of participants disagreed with the statement, and 0.0% (0) strongly disagreed with the statement.

This table also demonstrates participant responses to the statement, “Learning a new language is a significant factor in my decision to work overseas.” As shown, 20.2% (21) of participants strongly agreed with the statement, 51.9% (54) of participants agreed with the statement, 24.0% (25) of participants disagreed with the statement, and 3.8% (4) of participants strongly disagreed with the statement.

Table 4 also shows participant response to the statement, “Adventure is a significant factor in my decision to work overseas.” As demonstrated, 58.7% (61) of participants strongly agreed with the statement, 39.4% (41) of participants agreed with the statement, 1.9% (2) of participants disagreed with the statement, and 0.0% (0) of participants strongly disagreed with the statement.

Table 4.

Participant Response Percentages Related to the Intrinsic Nature of Teaching

Questionnaire Item	Participant Response Percentage			
	Strongly Agree	Agree	Disagree	Strongly Disagree
Learning about a new culture is a significant factor in my decision to work overseas	58.3%	40.8%	1.0%	--
Learning a new language is a significant factor in my decision to work overseas	20.2%	51.9%	24.0%	3.8%
Adventure is a significant factor in my decision to work overseas	58.7%	39.4%	1.9%	--

Frequencies for Factors Pertaining to Financial and Circumstantial Reasons

Table 5 illustrates participant response to the statement, “I think I will be able to find a job overseas.” As shown, 51.5% (53) of participants strongly agreed with the statement, 46.6% (48)

of participants agreed with the statement, 1.9% (2) of participants disagreed with the statement, and 0.0% (0) strongly disagreed with the statement.

Also shown in this table are participant responses to the statement, “Salary is a significant factor in my decision to work overseas.” As can be seen, 21.2% (22) of participants strongly agreed with the statement, 51.0% (53) of participants agreed with the statement, 26.0% (27) of participants disagreed with the statement, and 1.9% (2) of participants strongly disagreed with the statement.

In addition, table 5 presents participant response to the statement, “ If I stayed, I am confident I would be able to find a job in Ontario.” As shown, 72.8% (75) of participants strongly agreed with the statement, 25.2% (26) of participants agreed with the statement, 1.9% (2) of participants disagreed with the statement, and 0.0% (0) of participants strongly disagreed with the statement.

Finally, table 5 demonstrates participant responses to the statement, “I am satisfied with salaries for Ontario teachers.” As presented, 8.7% (9) of participants strongly agreed with the statement, 52.4% (54) of participants agreed with the statement, 26.2% (27) of participants disagreed with the statement, and 12.6% (13) of participants strongly disagreed with the statement.

Table 5.

Participant Response Percentages Related to Financial and Circumstantial Reasons

Questionnaire Item	Participant Response Percentage			
	Strongly Agree	Agree	Disagree	Strongly Disagree
I think I will be able to find a job overseas	51.5%	46.6%	1.9%	--
Salary is a significant factor in my decision to work overseas	21.2%	51.0%	26.0%	1.9%
If I stayed, I am confident I would be able to find a job in Ontario	72.8%	25.2%	1.9%	--
I am satisfied with salaries for Ontario teachers	8.7%	52.4%	26.2%	12.6%

Frequencies for Factors Pertaining to Fringe Benefits

Table 6 shows participants' responses to the statement, "A search for a spouse is a significant factor in my decision to work overseas." As can be seen, 1.0% (1) of participants strongly agreed with the statement, 3.8% (4) of participants agreed with the statement, 28.8% (30) of participants disagreed with the statement, and 66.3% (69) of participants strongly disagreed with the statement.

Also illustrated are participant responses to the statement, "Financial incentives and benefits packages are significant factors in my decision to work overseas." As shown, 24.0% (25) of participants strongly agreed with the statement, 49.0% (51) of participants agreed with the statement, 21.2% (22) of participants disagreed with the statement, and 5.8% (6) of participants strongly disagreed with the statement.

Furthermore, table 6 presents participant response to the statement, "A chance to travel is a significant factor in my decision to work overseas." As can be seen, 78.6% (81) of participants

strongly agreed with the statement, 21.4% (22) of participants agreed with the statement, 0.0% (0) of participants disagreed with the statement, and 0.0% (0) of participants strongly disagreed with the statement.

Finally the table shows participant responses to the statement, “I am satisfied with benefits offered to Ontario teachers.” As shown, 19.4% (20) of participants strongly agreed with the statement, 59.2% (61) of participants agreed with the statement, 13.6% (14) of participants disagreed with the statement, and 7.8% (8) of participants strongly disagreed with the statement.

Table 6.

Participant Response Percentages Related to Fringe Benefits

Questionnaire Item	Participant Response Percentage			
	Strongly Agree	Agree	Disagree	Strongly Disagree
Financial incentives and benefits packages are significant factors in my decision to work overseas	24.0%	49.0%	21.2%	5.8%
A chance to travel is a significant factor in my decision to work overseas	78.6%	21.4%	--	--
I am satisfied with benefits offered to Ontario teachers	19.4%	59.2%	13.6%	7.8%
A search for a spouse is a significant factor in my decision to work overseas	1.0%	3.8%	28.8%	66.3%

Dissemination of Information

Table 7 shows the frequencies of responses to item 38, “How did you find out about teaching opportunities abroad?” This question was asked in order to determine how participants acquire information about teaching opportunities outside Canada and in doing so determine the extent of

alternative career opportunities. According to participant responses the most common way for individuals to find information on teaching abroad is the internet (41%). A large percentage of teachers (38%) also indicated that colleagues informed them of overseas teaching opportunities. Many respondents (20%) indicated that they received information about overseas teaching from friends. The Queen's University Placement Office was identified by 18% of respondents as a source of information for teaching outside Canada. Newspapers were used by 15% of participants to obtain information on teaching opportunities abroad. Other reported sources of information about teaching outside Canada include: previous work experience abroad (11%), Queen's job fair (10%), The International Educator newsletter (9%), magazines and journals (9%), family (5%), word of mouth (4%), Professionally Speaking (3%), other people (2%), personal research (2%), and information session in Ottawa (2%).

Table 7.

Frequency of Responses to Open Ended Question, "How Did You find Out About Teaching Opportunities Abroad?"

Response	Frequency / Percentage
internet	43 / 41%
colleagues	40 / 38%
Friends	21 / 20%
Queen's placement office/ information sessions	19 / 18%
newspaper	16 / 15%
previous work experience abroad	11 / 11%
Queen's job fair	10 / 10%
The International Educator (newsletter)	9 / 9%
magazines/ journals	9 / 9%
family	5 / 5%
word of mouth	4 / 4%
"Professionally Speaking" (Ontario College of Teachers Publication)	3 / 3%
other people	2 / 2%
personal research	2 / 2%
information session in Ottawa	2 / 2%
library	1 / 1%
international school visits to respondent's university	1 / 1%
fiancé	1 / 1%

Comparison of Variables

Prior to further analysis, responses for “strongly agree” and “agree” were combined to produce an “agree” criteria. Similarly, “disagree” and “strongly disagree” responses were combined to produce a “disagree” criteria. The modification of the data set preserves the overall impression of participant response with respect to agreement or disagreement with statements in the research instrument.

Altruistic Motives

A chi square analysis of participant responses revealed significant findings for factors that might affect a teacher’s altruistic approach to the profession.

Table 8.

Teacher Workload is a Factor in My Choice of an Overseas Teaching Position (Age of Participant)

	Age of Participant									
	20-24		25-29		30-34		35-39		40 +	
	n	%	n	%	n	%	n	%	n	%
Agree	4	22.2	20	55.6	13	61.9	4	66.7	17	81.0
Disagree	14	77.8	16	44.4	8	38.1	2	33.3	4	19.0
Totals	18	100	36	100	21	100	6	100	21	100

Note. $X^2 = 14.3$, $p < .01$

Significant difference existed among age groups with respect to the significance of workload in the choice of an overseas teaching position, ($X^2 = 14.3$, $p < .01$) (see Table 8). This suggests that there is a difference in the perception of workload as an important factor in choice of teaching position between different age groups. Of note, workload does not appear to be as important a deciding factor for respondents age 20 to 24 as it is for older respondents.

Table 9.

Teacher Workload is a Factor in My Choice of an Overseas Teaching Position (Specialization)

	Specialization							
	Primary/Junior		Junior/Intermediate		Intermediate/Senior		Other	
	n	%	n	%	n	%	n	%
Agree	7	30.4	13	61.9	37	64.9	1	100
Disagree	16	69.6	8	38.1	20	35.1	—	
Totals	23	100	21	100	57	100	1	100

Note. $X^2 = 9.0$, $p < .05$

Chi square analysis also revealed significant difference in responses to the same question with respect to specialization ($X^2 = 9.0$, $p < .05$) (see Table 9). The majority primary/junior teachers (69.6%) disagreed with the statement, whereas 61.9% of junior/intermediate teachers agreed with the statement, 64.9% of intermediate/senior teachers also agreed with the statement, and 100% of teachers in other specializations agreed with the statement. The difference between specialization points towards the idea that the teaching workload is an important consideration for teachers across specialization.

Table 10.

Teacher Workload is a Factor in My Choice of an Overseas Teaching Position (Annual Income)

	Annual Income (Thousands of Dollars)													
	0-10		10-20		20-30		30-40		40-50		50 +		No response	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Agree	4	19.0	3	100	3	100	13	52.0	9	47.4	19	90.5	5	62.5
Disagree	17	81.0	--	--	--	--	12	48.0	10	52.6	2	9.5	3	37.5
Totals	21	100	3	100	3	100	25	100	19	100	21	100	8	100

Note. $X^2 = 27.4$, $p < .01$

Analysis of annual earnings and item 12 produced significant difference between different earnings groups ($X^2 = 27.4$, $p < .01$) (see Table 10). 81% of respondents with annual incomes between 0 and 10 000 dollars disagreed with the statement, while 100% of respondents in both the 10 000 to 20 000 dollars and 20 000 to 30 000 dollars groups agreed with the statement, and 90.5% of respondents who earned more than 50 000 dollars agreed with the statement. With the exception of the 40 000 to 50 000 dollars group, the results point toward the idea that those who earn a higher annual salary are more concerned with their level of workload.

Table 11.

Teacher Workload is a Factor in My Choice of an Overseas Teaching Position (Years of Teaching Experience)

	Years of Teaching Experience											
	0		1-5		6-10		11-15		16-20		20 +	
	n	%	n	%	n	%	n	%	n	%	n	%
Agree	5	27.8	30	55.6	10	71.4	2	66.7	2	100	9	81.8
Disagree	13	72.2	24	44.4	4	28.6	1	33.3	--	--	2	18.2
Totals	18	100	54	100	14	100	3	100	2	100	11	100

Note. $X^2 = 11.9$, $p < .05$

Results of chi square analysis of teaching experience and responses to item 12 show significant difference between groups with different amounts of teaching experience ($X^2 = 11.9$, $p < .05$) (see Table 11). A large proportion of respondents with no teaching experience (72.2%) disagreed with the statement, while 55.6% of teachers with 1 to 5 years experience agreed with the statement, 71.4% of teachers with 6 to 10 years experience agreed with the statement, 66.7% of teachers with 11 to 15 years experience agreed with the statement. This analysis demonstrates a significant difference between those respondents with experience and those without. It can be observed that respondents without experience were not as concerned with teacher workload as those with experience.

Table 12.

I Am Satisfied With the Workload for Ontario Teachers (Subject Taught)

	Subject Taught											
	Humanities		Math		Science		Art		Math and Science		Primary Teacher	
	n	%	n	%	n	%	n	%	n	%	n	%
Agree	5	14.3	--	--	3	18.8	--	--	1	58.8	10	58.8
Disagree	30	85.7	11	100	13	81.3	4	100	13	41.2	7	41.2
Totals	35	100	11	100	16	100	4	100	14	100	17	100

Note. $X^2 = 22.3$, $p < .01$

Significant difference was found among responses to item 17. "I am satisfied with the workload for Ontario teachers" with respect to subject taught ($X^2 = 22.3$, $p < .01$) (see Table 12). 14.3% of humanities teachers agreed with the statement, 100% of math teachers disagreed with the statement, and 18.8% of science teachers agreed. However, 58.8% of primary teachers agreed with the statement. Results indicate that teachers, across subject area, at the secondary level seem to be dissatisfied with the teaching workload whereas there seems to be a slight difference between the opinions of primary teachers in favour of the workload.

Table 13.

I Am Satisfied With the Workload for Ontario Teachers (Specialization)

	Specialization							
	Primary/Junior		Junior/Intermediate		Intermediate/Senior		Other	
	n	%	n	%	n	%	n	%
Agree	12	52.2	7	33.3	2	3.5	--	--
Disagree	11	47.8	14	66.7	55	96.5	1	100
Totals	23	100	21	100	57	100	1	100

Note. $X^2 = 26.6$, $p < .01$

In terms of outcomes reported for item 17 and specialization, 52.2% of primary/junior teachers agreed with the statement, whereas 96.5% of intermediate/senior teachers disagreed with the statement ($X^2 = 26.6$, $p < .01$) (see Table 13). Again, responses from primary/junior teachers differ significantly from those of junior/intermediate/senior teachers with respect to Ontario teacher workload.

Table 14.

I Am Satisfied With the Workload for Ontario Teachers (Amount of Student Debt)

	Amount of Student Debt (Thousands of Dollars)									
	None		1-9		10-19		20-29		30 +	
	n	%	n	%	n	%	n	%	n	%
Agree	7	13.2	2	13.3	2	22.2	8	22.2	2	22.2
Disagree	46	86.8	13	86.7	7	77.8	7	77.8	7	77.8
Totals	53	100	15	100	9	100	15	100	9	100

Note. $X^2 = 12.0$, $p < .05$

A further significant difference was found in responses to item 17 with respect to the amount of student debt owed by respondents ($X^2 = 12.0$, $p < .05$) (see table 14). 86.8% of respondents with no student debt disagreed with the statement, 86.7% of respondents owing 1 000 to 9 000 dollars disagreed with the statement, while 53.3% of respondents owing 20 000 to 29 000 dollars agreed with the statement. With the exception of respondents owing 20 000 to 29 000 dollars, the majority of respondents were not satisfied with the current workload for Ontario teachers.

Table 15.

I Am Satisfied With the Workload for Ontario Teachers (Annual Income)

	Annual Income (Thousands of Dollars)													
	0-10		10-20		20-30		30-40		40-50		50 +		No response	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Agree	6	28.6	--	--	--	--	7	28.0	7	38.9	--	--	--	--
Disagree	15	71.4	3	100	3	100	18	72.0	11	61.1	21	100	9	100
Totals	21	100	3	100	3	100	25	100	18	100	21	100	9	100

Note. $X^2 = 15.0$, $p < .05$

A chi square analysis of item 17 and respondent's annual earnings also produced findings of significant difference ($X^2 = 15.0$, $p < .05$) (see Table 15). While 61.1% of those who earned 40 000 to 49 000 disagreed with the statement, 100% of respondents earning over 50 000 dollars disagreed with the statement. In this case, those who are at the top of the pay scale indicate the most dissatisfaction with the Ontario teaching workload.

Table 16.

I Am Satisfied With the Workload for Ontario Teachers (Years of Teaching Experience)

	Years of Teaching Experience											
	0		1-5		6-10		11-15		16-20		20 +	
	n	%	n	%	n	%	n	%	n	%	n	%
Agree	6	33.3	15	27.3	--	--	--	--	--	--	--	--
Disagree	12	66.7	40	72.7	13	100	3	100	2	100	11	100
Totals	18	100	55	100	13	100	3	100	2	100	11	100

Note. $X^2 = 15.0$, $p = 0.55$

A significant difference in response was found among participants with different amounts of teaching experience with respect to satisfaction with Ontario Workload ($X^2 = 15.0$, $p = 0.55$) (see Table 16). With respect to the statement in item 17, 66.7% of respondents with no teaching experience disagreed with the statement, and 100% of respondents in the 6 to 10, 11 to 15, 16 to 20 and over 20 years of teaching experience groups disagreed with the statement. The preceding differences, while not significant at the $p < .05$ are still somewhat significant. What can be observed does not appear to draw a line between agreement and disagreement with the statement, but rather demonstrates varying levels of dissatisfaction with teaching workload in Ontario.

Table 17.

Teachers Are Well Respected by the Public in Ontario (Education Level)

	Education Level							
	B.A		B.ED.		Masters		Ph.D.	
	n	%	n	%	n	%	n	%
Agree	2	20.0	10	14.5	3	13.6	2	100
Disagree	8	80.0	59	85.5	19	86.4	--	--
Totals	10	100	69	100	22	100	2	100

Note. $X^2 = 10.5$, $p < .05$

Cross-tabulation with demographic variables and chi square analysis of response to the statement in item 21, "Teachers are well respected by the public in Ontario" produced significant difference with respect to education level ($X^2 = 10.5$, $p < .05$) (see Table 17). As indicated, 85.5% of those who had a B.ED. disagreed with the statement, while 100% of respondents who had a Ph.D. agreed with the statement. While the analysis does show significant difference between respondents with a Ph.D. and others, it should be noted that only 2/104 respondents had earned a Ph.D.

Table 18.

Teachers Are Well Respected by the Public in Ontario (Years of Teaching Experience)

	Years of Teaching Experience											
	0		1-5		6-10		11-15		16-20		20 +	
	n	%	n	%	n	%	n	%	n	%	n	%
Agree	8	44.4	4	7.3	2	14.3	--	--	1	50.0	2	18.2
Disagree	10	55.6	51	92.7	12	85.7	3	100	1	50.0	9	81.8
Totals	18	100	55	100	14	100	3	100	2	100	11	100

Note. $X^2 = 15.9$, $p < .01$

Significant difference was also found amongst respondents with different amounts of teaching experience with respect to item 21 ($X^2 = 15.9$, $p < .01$) (see Table 18). As shown, 44.4% of respondents with no teaching experience agreed with the statement, while 92.7% of teachers with 1 to 5 years experience disagreed with the statement, 85.7% of those with 6 to 10 years of experience disagreed with the statement, and 100% of teachers with 11 to 15 years of experience disagreed. As was found in cases involving Ontario teacher workload, the significant difference can be observed between respondents with no teaching experience and those with experience.

Table 19.

Teachers Are Well Respected by the Government in Ontario (Years of Teaching Experience)

	Years of Teaching Experience											
	0		1-5		6-10		11-15		16-20		20 +	
	n	%	n	%	n	%	n	%	n	%	n	%
Agree	4	22.2	--	--	--	--	--	--	--	--	1	9.1
Disagree	14	77.8	55	100	14	100	3	100	2	100	10	90.9
Totals	18	100	55	100	14	100	3	100	2	100	11	100

Note. $X^2 = 16.0$, $p < .01$

The results of analysis of item 22, "Teachers are well respected by the government in Ontario," indicated significant difference with respect to respondents' years of teaching experience ($X^2 = 16.0$, $p < .01$) (see Table 19). 77.8% of respondents with no teaching experience disagreed with the statement, whereas 100% of respondents in the 1 to 5, 6 to 10, 11 to 15, and 16 to 20 years of experience groups disagreed with the statement, and 90.9% of respondents with over 20 years of teaching experience disagreed with the statement. The

significant difference appears to show different levels of disagreement with the amount of perceived government respect for teachers.

Table 20.

Correlation of Variables Pertaining to Altruistic Needs

Variable	r	
	Overseas workload is a factor in decision to teach outside Canada	Satisfied with workload for Ontario teachers
Age	-.341	.262
Specialization	-.273	.505
Years of teaching experience	-.295	.278

$p < .01$ (two-tailed tests)

Correlation was found between demographic variables and those factors that indicate the altruistic motives of participants (see Table 20). The relationship between age and workload suggests that as participant age increases, so too does the significance of workload in participant choice of an overseas teaching position ($-.341$, $p < .01$). In a related case, as participant age increases, satisfaction with Ontario workload for teachers decreases ($.262$, $p < .01$). Teacher specialization also produced correlation with respect to workload. A relationship was found that indicated that those teaching higher grade levels (i.e. intermediate/ secondary) were less likely to be satisfied with Ontario teacher workload ($.505$, $p < .01$). Similarly, those teaching higher grade levels were more likely to indicate workload as a significant factor in the choice of an overseas position ($-.273$, $p < .01$). A relationship was also found between years of experience and workload. Participants with more years of teaching experience were more likely to perceive workload as a significant factor in the choice of an overseas teaching position ($-.295$, $p < .01$).

Furthermore, participants with more experience were less likely to be satisfied with the workload for teachers in Ontario (.278, $p < .01$). Finally, correlation was found between annual earnings and workload. Those respondents with higher incomes were more likely to indicate that teacher workload is a significant factor in their choice of a teaching position overseas.

Open-ended responses reflected findings from the quantitative analysis. Table 38 (see appendix A) displays frequencies and percentages of participant responses to item 36, "The things that push me away from Ontario teaching are." Poor government support, lack of government respect, and poor government perception of teachers were the subject of 43% of comments regarding item 36. Responses related to government included, "intentional dismantling of Ontario's Public Education System" (REN 2), "lack of respect for teaching and teachers exhibited by Ontario government" (REN 5), "it would be nice to work in an area where teachers are respected by the public and government rather than being perceived as "overpaid and under-worked" (REN 10), "bad relations with Ministry, awful manipulation of media by Ministry dictatorial, non-accountable Minister of Education" (REN 12), "antagonistic, centralizing government stance" (REN 19), "Harris government attitude toward teaching" (REN 20),

The Ontario government and the press constantly tell us what a bad job we're doing. Our workload is unreasonable, the students are needier than ever, and we don't have the resources to help them... I do not feel I can remain teaching in Ontario (without a huge cost to my mental health anyway!) However, I do not wish to leave the teaching profession.

Therefore, I must seek employment abroad. I love my job, but it's killing me (REN 28), "the bold disrespect the government has for what I do" (REN 44), "the constant disrespect/degrading shown by the current provincial government toward the teaching

profession” (REN 48), “Education in Ontario is too politicized. Not only do I have to work hard, but I also have to defend my occupation constantly” (REN 58), “6.5/8 teaching time, morale, Mike Harris and the PC government, no time to do extracurricular activities (and I love to volunteer!)” (REN 76),

government attacks and attitude towards teachers, teaching and education, increasing stress on teachers and decreasing support, decline in standard and ability of administrators due to the fact that nobody wants to do these jobs, job has been made more difficult. Schools will decline because of government policy. I don’t want to watch that tragedy unfold. (REN 86), and “the current political climate in Ontario – specifically: respect for the profession of teaching, workload, centralization of power for the government, the current Ontario government (i.e. Mike Harris!)” (REN 94). According to respondents there seems to be a clear and consistent disapproval of the Ontario governments handling of the provincial education system. Concerns about government use of the media against teachers, lack of respect in government for teachers and teaching, and lack of support from the government are common in participant responses.

Lack of respect from the public and poor public opinion of teachers made up 32% of responses to item 36. Included in respondents’ statements were: “lack of respect from the public” (REN 3), “public perception” (REN 27), “People telling me “I have it made as a teacher” and to leave/change careers if I’m not happy. I love teaching, but the TDSB hasn’t given its teachers a raise in ten years. We’re not valued.” (REN 35) the lack of appreciation and support from the public – namely the parents” (REN 44), “public opinion of teachers – lack of respect and stereotypes” (REN 53), and “poor public perception of our workload” (REN 85). The comments made by teachers in this group reflect their ideas about how the public perceives teachers and teaching. This substantial portion of the sample feel they are misunderstood by the

public. Furthermore, individuals in this group believe their work is not respected or appreciated by the public.

One quarter of respondents expressed concern about teacher workload in Ontario schools. Teachers in this group generally expressed the idea that Ontario teachers have been mandated to handle an unreasonably high workload. Comments included: “our workload is unreasonable” (REN 28), “increased administrative work (e.g. TAP) to make up teaching hours (Bill 160), increased workload (I’m presently teaching 4)” (REN 29), “The demands placed on me here are overwhelming and unrealistic. I am teaching well, given the situation, but I cannot provide everything I am expected to for the children” (REN 32), “feelings of being forced to take on extra responsibilities” (REN 41), “increased workload and resulting problems (REN 55), and “enormous workload” (REN 93). Respondents in this group perceive that they are being forced into overwhelming and unrealistic workload expectations. It is also stated that some teachers feel they cannot deliver their best teaching because of the unreasonable demands of the job.

Poor or negative politics related to the teaching profession in Ontario was indicated by 15% of respondents. Comments in this group included: “political arrogance” (REN 2), “political climate – why work in this if I don’t have to?” (REN 8), “education in Ontario is too politicized” (REN 58), “political correctness, political correctness! Political interference, charter of rights and freedoms for use by people with narrow/specific agendas irrelevant to education while ignoring the expertise of qualified teachers” (REN 64), “current political climate” (REN 73), and “political manipulation of Ontario’s teachers” (REN 79). Those who responded in this group demonstrate the concept that politics have become a significant and negative part of their professional life. Many express the idea that teaching in Ontario has become overly politicized and that if other options for teaching are available, they may be pursued.

The desire to teach in an improved working environment with respect to professional freedom and respect was the subject of 18% of participant responses to item 35 (Table 37; see appendix A). Included in participant responses were comments such as: “more resources and better facilities in most international schools” (REP 5), “I have many friends who teach abroad (none have returned to Canada after experiencing education in other countries) and all of them have spoken of what a positive experience it has been and encouraged my partner and I to seek employment abroad. I want to go to a country where education is valued” (REP 28), “We do not need to ride out the rest of Mike Harris’ agenda and its effects on the public and on the education system. We have better opportunities outside Ontario: better working conditions, more flexible career, appreciation of my profession” (REP 28), “Being a highly respected teacher, teaching at a great school” (REP 37), “the motivation of the children is great, progressive change, smaller classes – better learning, parent involvement/concern” (REP 51), “new opportunities in the teaching field, salary, respect, less discipline and behaviour problems” (REP 56), “better workload, teacher respect, travel, flexibility to take risks, teacher morale is better, more casual relaxed atmosphere” (REP 67), “prep time is considerably more with less teaching hours per week” (REP 78), and “motivated, well behaved students, supportive administration, chance to be creative/innovative with lessons” (REP 103). Many of the respondents in this group see an overseas teaching job as an opportunity or experience a better teaching environment. Improvements in professional respect, planning time, class size, student behaviour, administrative and parental support are all expected by those who plan to teach outside Canada.

Responses to item 37, “by choosing international teaching I hope to...” (Table 39; see appendix A) also supported quantitative findings. The search for an improved teaching environment with respect to ideas such as: professional respect, teacher workload, and

professional freedom comprised 14% of responses. Such concepts were revealed by statements like: “discover respect for a respectable profession... teach with a freedom accorded a professional” (REH 9), “regain a love of my career” (REH 2), “hopefully enjoy teaching more” (REH 30), “experience a culture where education is valued by society. I hope to have fewer than 175 student contacts a week (my current level) and be in a real position to make a real contribution to the lives of my students” (REH 28), “work with smaller classes in a new environment, refresh myself as a teacher – remind myself why I got into it 10 yrs ago” (REH 90), “Continue to use my skills and training in a profession I love without the assaults by the government of Ontario and school boards” (REH 92). Many of the statements passionately express the desire to teach and work as a professional without being restricted by large class sizes, political strife, lack of professional respect or freedom.

Of particular interest is the frequency of responses to item 36 (Table 38; see appendix A) that make specific reference to the Premier of Ontario, Mike Harris. In fact 13% of respondents named Harris in their responses, making this group of comments the fifth most common in response to the statement regarding things that push participants away from Ontario teaching. Frequencies of other statements made with respect to altruistic motives found in Table 8 include: poor salary (12%), lack of respect from students (9%), large class size (8%), lack of appreciation (8%), lack of preparation time (7%), lack of administrative support (6%), undesirable teaching conditions or environment (6%), low morale (5%), high taxes (5%), no extra-curricular (4%), excessively wide range of student abilities in classrooms (4%), tension and stress (4%), rapid and poorly managed change (4%), government/Ministry manipulation of media against teachers (4%), lack of resources and money (3%), climate/weather (3%), paperwork/administrative

responsibility (2%), dismantling or centralization of education system (2%), poor relations between teachers, boards and government (2%), and bureaucracy (2%).

Self-Actualization

Table 21.

There Are More Opportunities for Career Advancement Overseas Than in Ontario (Age of Participant)

	Age of Participant									
	20-24		25-29		30-34		35-39		40 +	
	n	%	n	%	n	%	n	%	n	%
Agree	4	22.2	12	34.3	9	42.9	5	100	7	35.0
Disagree	14	77.8	23	65.7	12	57.1	--	--	13	65.0
Totals	18	100	35	100	21	100	6	100	20	100

Note. $X^2 = 10.6$, $p < .05$

The responses obtained from item 7, "There are more opportunities for career advancement overseas than in Ontario." produced significant difference between age groups ($X^2 = 10.6$, $p < .05$) (see Table 21). As shown, 57.1% of respondents from age 30 to 34 disagreed with the statement, while 100% of respondents from age 35 to 39 agreed with the statement, and 65.0% of respondents age 40 and over disagreed with the statement. With the exception of respondents age 35 to 39, the majority of respondents did not perceive overseas opportunities for career advancement to be better than those in Ontario.

Table 22.

There Are More Opportunities for Career Advancement Overseas Than in Ontario (Number of Years Planning to Teach Abroad)

	Number of Years Planning to Teach Abroad									
	1-2		3-5		6-10		10 +		Not Sure	
	n	%	n	%	n	%	n	%	n	%
Agree	10	23.3	6	35.3	6	75.0	5	71.4	10	37.8
Disagree	33	76.7	11	64.7	2	25.0	2	28.6	13	62.2
Totals	43	100	17	100	8	100	7	100	23	100

Note. $X^2 = 12.3$, $p < .05$

Significant difference with respect to item 7, was also found among respondents who planned to teach abroad for different lengths of time ($X^2 = 12.3$, $p < .05$) (see Table 22). 76.7% of those who planned to teach 1 to 2 years abroad disagreed with the statement, whereas 75.0% of those who planned to teach 6 to 10 years abroad agreed with the statement. Clearly, those who plan to teach abroad for longer than 6 years believe that there are more opportunities for career advancement overseas than in Ontario.

Table 23.

I Feel There Are Good Opportunities for Professional Development for Teachers in Ontario(Specialization)

	Specialization							
	Primary/Junior		Junior/Intermediate		Intermediate/Senior		Other	
	n	%	n	%	n	%	n	%
Agree	19	82.6	16	84.2	29	50	1	100
Disagree	4	17.4	3	15.8	29	50	--	--
Totals	23	100	19	100	58	100	1	100

Note. $X^2 = 12.4$, $p < .01$

The results obtained for responses to the statement in item 19, "I feel there are good opportunities for professional development for teachers in Ontario," provided one case of significant difference ($X^2 = 12.4$, $p < .01$) (see Table 23). Analysis of specialization of participants found that 84.2% of junior/intermediate respondents agree with the statement, while 50% of intermediate/senior respondents agree with the statement. Intermediate/senior teachers appear to perceive less opportunity for professional development for teachers in Ontario than other specialization groups.

Table 24.

I Feel There Are Good Opportunities for Career Advancement in Ontario (Marital Status)

	Marital Status							
	Single		Married		Divorced		Common-Law	
	n	%	n	%	n	%	n	%
Agree	40	69.0	21	87.5	4	50	5	45.5
Disagree	18	31.0	3	12.5	4	50	6	54.5
Totals	58	100	24	100	8	100	11	100

Note. $X^2 = 8.1$, $p < .05$

Comparisons of marital status revealed significant difference with respect to item 20, "I feel there are good opportunities for career advancement in Ontario" ($X^2 = 8.1$, $p < .05$) (see Table 24). As shown, 69.0% of single respondents agreed with the statement, 87.5% of married respondents agreed with the statement, 50% of divorced respondents agreed with the statement, and 45.5% of common law respondents agreed with the statement. The perceptions of career advancement opportunities in Ontario differ significantly between the single/married groups and the divorced/common-law groups.

Table 25.

Correlation of Variables Pertaining to Self-Actualization

Variable	<i>r</i> Perception of better opportunities for professional development abroad
Number of years planning to teach abroad	-.410

$p < .01$

Analysis of correlation found that the perception of good opportunities for professional development for teachers outside Canada was related to how long the participant planned to

teach abroad (see Table 25). Those who planned to teach outside Canada for longer periods of time were more likely to agree with the idea that there are good opportunities for professional development for teachers outside Canada ($r = .410$, $p < .01$).

Open-ended responses support quantitative findings. The expectation of professional growth was indicated by 21% of respondents regarding item 37, “by choosing international teaching I hope to...” (Table 39; see appendix A). Statements made by participants included: “gain valuable professional experience” (REH 6), “do my Ph.D. overseas without falling into debt” (REH 40), “extend and improve my professional abilities...” (REH 48), “develop as a professional educator” (REH 57), and “grow professionally by studying new curriculum and sharing ideas with colleagues” (REH 76). Responses point toward an interest in continuing professional development while teaching outside Canada. Individuals articulate that improving as educators, sharing with other colleagues and further study are all expectations they have of their overseas experience.

The desire for personal growth and development was the subject of 19% of responses to item 35. Participants expressed their views with the following: “learn a lot about myself” (REH 7), “grow as a person” (REH 38), “increase my understanding of myself and my own cultural heritage” (REH 52), “develop confidence, independence, self-sustenance and security” (REH 54), “have the year (or two) of my life!!, see the world before I’m tied down with family!!” (REH 102). Ideas brought forth in this category of responses revealed that several individuals were interested in developing personal traits like, confidence, self-understanding and independence. Clearly many see the change of environment and setting as a catalyst to increasing personal development and discovery.

Interpersonal Influence

Table 26.

Knowing Someone with International Work Experience is a Significant Factor in my Decision to Work Overseas (Know Someone With Overseas Experience)

	Know Someone With Overseas Work Experience			
	Yes		No	
	n	%	n	%
Agree	67	72.8	1	11.1
Disagree	25	27.2	8	88.9
Totals	92	100	9	100

Note. $X^2 = 14.2$, $p < .01$

With respect to item 13, “Knowing someone with international work experience is a significant factor in my decision to work overseas,” significant difference was found between those who knew someone with international work experience and those who did not ($X^2 = 14.2$, $p < .01$) (see Table 26). As shown, 72.8% of those who knew someone with international experience agreed with the statement, while 88.9% of those who did not know someone with international experience disagreed with the statement. Those who knew someone with international experience felt it was a significant factor in their decision to teach overseas.

Table 27.

Correlation of Variable Pertaining to Interpersonal Influence

Variable	<i>r</i> Knowing someone with international teaching experience is a factor in my decision to teach abroad
Know someone with international teaching experience	.375

$p < .01$

Knowing someone with overseas teaching experience was found to correlate to the significance of knowing someone with overseas teaching experience in the decision to teach outside Canada (see Table 27). Those who know someone with international teaching experience are more likely to agree with the idea that knowing someone with overseas experience is a significant factor in the decision to teach abroad (.375, $p < .01$).

Responses to open-ended questions support the influence of knowing someone with international experience on the decision to teach overseas. The majority of respondents (66%) indicated that they learned of opportunities abroad through friends, family, and colleagues. Findings seem to indicate that there is a connection between knowing someone with overseas teaching experience and choosing to teach overseas (see Table 7).

Intrinsic Nature of Teaching

Table 28.

Adventure is a Significant Factor In My Decision to Work Overseas (Amount of Student Debt)

	Amount of Student Debt (Thousands of Dollars)									
	None		1-9		10-19		20-29		30 +	
	n	%	n	%	n	%	n	%	n	%
Agree	54	100	15	100	8	88.9	15	100	8	88.9
Disagree	0	0	0	0	1	11.1	0	0	1	11.1
Totals	54	100	15	100	9	100	15	100	9	100

Note. $X^2 = 9.5$, $p < .05$

An analysis of responses to item 5, "Adventure is a significant factor in my decision to work overseas," produced one case of significant difference among respondents with different student debt loads ($X^2 = 9.5$, $p < .05$) (see Table 28). 88.9% of respondents owing 10 000 to 19 000 dollars agreed with the statement, and 89.9% of respondents owing over 30 000 agreed with the statement. While the majority of respondents seem to favour adventure as a significant factor in their decision, there was some difference with respect to amount of student debt load.

Open-ended responses supported findings of the quantitative analysis. The majority of respondents (57%) to item 35, "The things that pull me towards international teaching are..." (Table 37; see appendix A) saw the experience as an opportunity to learn about or experience a new culture. Comments made included, "Opportunity to travel, learn about new culture by being immersed in it, learning about education in other natures, working in a more multicultural environment" (REP 10), "intrinsic interest of cultures and places that are new to me, learning about other cultures to enhance my teaching practice" (REP 19), "learning about new cultures, landscapes" (REP 30), "I want to experience another culture again" (REP61), "capture a vision

for the world, learn about other cultures” (REP 74). Participants express curiosity about and desire for new cultural experiences in their responses.

Of those who responded to item 37, “By choosing international teaching I hope to...” (Table 39; see appendix A), 26% identified an interest in learning about or experiencing a new culture. Responses of this nature included comments such as “work in several different regions and countries, visit countless historical and cultural sites, learn some languages and experience life!” (REH 13), “intrinsic interest of cultures and places that are new to me learning about other cultures to enhance my teaching practice” (REH 19), “experience a culture where education is valued by society” (REH 28), and “increase my understanding of myself and my own cultural heritage, bring more to my future classrooms “ (REH 52). These comments point toward a common curiosity and desire to learn about new cultures. Individuals also point toward the value of living in and experiencing another culture as something they hope to achieve.

Having a chance to experience adventure also proved to be a relatively common response (Table 37; see appendix A) and was found among 39% of respondents. Comments for this group included, “The opportunity to experience another culture, travel, and have an adventure” (REP 28), “A sense of adventure” (REP 35), “I like adventure” (REP 61), “adventure in many aspects” (REP 85), and “meet other adventuresome people” (REP 93). The desire for adventure among these respondents identifies a certain frame of mind where individuals are searching for some form of excitement or stimulation through adventurous experiences or meeting adventurous people.

Fringe Benefits

Table 29.

I Am Satisfied With Benefits Offered to Ontario Teachers (Age of Participant)

	Age of Participant									
	20-24		25-29		30-34		35-39		40 +	
	n	%	n	%	n	%	n	%	n	%
Agree	18	100	32	88.9	14	66.7	2	33.3	14	66.7
Disagree	--	--	4	11.1	7	33.3	4	66.7	7	33.3
Totals	18	100	36	100	21	100	6	100	21	100

Note. $X^2 = 17.9$, $p < .01$

Comparison of responses to item 16, "I am satisfied with benefits offered to Ontario teachers," produced significant difference with respect to age groups ($X^2 = 17.9$, $p < .01$) (see Table 29). As can be seen, 100% of respondents age 20 to 24 agreed with the statement, whereas 33.3% of respondents age 35 to 39 agreed with the statement, and 66.7% of respondents 40 and over agreed with the statement. Older participants seem to be less satisfied with benefits for Ontario teachers than younger participants.

Table 30.

I Am Satisfied With Benefits Offered to Ontario Teachers (Annual Income)

	Annual Income (Thousands of Dollars)													
	0-10		10-20		20-30		30-40		40-50		50 +		No response	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Agree	19	95.0	1	33.3	3	100	20	80.0	16	84.2	11	52.4	8	88.9
Disagree	11	5.0	2	66.7	--	--	5	20.0	3	15.8	10	47.6	1	11.1
Totals	20	100	3	100	3	100	25	100	19	100	21	100	9	100

Note. $X^2 = 16.8$, $p < .05$

Further significant difference was found among different annual earnings groups with respect to item 16 ($X^2 = 16.8$, $p < .05$) (see Table 30). As shown, 95.0% of respondents earning 0 to 10 000 dollars agreed with the statement, whereas 52.4% of those earning over 50 000 dollars agreed with the statement. A significant difference in satisfaction with Ontario benefits exists between those who earn more than 50 000 dollars and other earnings groups.

Table 31.

Correlation of Variables Pertaining to Fringe Benefits

Variable	r	
	Fringe benefits significant to choice of overseas teaching position	Satisfied with benefits offered to Ontario teachers
Age	—	.333
Annual Earnings	-.367	—

$p < .01$

Satisfaction with Ontario benefits and significance of fringe benefits in the choice of a position overseas resulted in two cases of correlation (see Table 31). Older participants were less

likely to be satisfied with Ontario teaching benefits (.333, $p < .01$). Those participants with higher annual earnings were more likely to find benefits significant in their choice of a teaching position overseas (-.367, $p < .01$).

Open-ended responses supported the findings of the quantitative analysis. The expectation of travel opportunities was the subject of 50% of responses to item 35, “the things that pull me towards international teaching are...” (Table 37; see appendix A). Comments with respect to travel included: “opportunity to travel” (REP 3), “chance to travel abroad” (REP 11), “travel, don’t like staying in one place” (REP 14), “being able to travel (closer to other places)” (REP 30), “I feel my life would not be fulfilling without traveling. Canada is too comfortable and predictable” (REP 41), “The opportunity to travel and broaden my perspective of my world and myself” (REP 49), “opportunity to work and travel simultaneously” (REP 54), and “exploring new lands” (REP 98). The desire to travel and experience all that is involved in travel such as experiencing new countries and exploring new lands is a common thread that links these individuals.

Open-ended responses provided support for findings in the quantitative analysis. Those who expressed a desire to travel or see the world represented 25% of the responses to item 35, “the things that pull me towards international teaching are...” (Table 37; see appendix A). Accounts included: “travel in countries at moderate costs” (REH 12), “see another part of the world” (REH 37), “I have always enjoyed teaching and traveling. Why not put them together?” (REH 61), “come to a greater understanding of the world outside my backyard” (REH 74), “educate myself in world travel” (REH 73). Such statements indicate that participants are interested in educating themselves about the world through travel. The need to understand more about the world by seeing other places is a common theme among participant comments.

Financial and Circumstantial Reasons

Table 32.

I Am Satisfied With Salaries for Ontario Teachers (Education Level)

	Education Level							
	B.A		B.ED.		Masters		Ph.D.	
	n	%	n	%	n	%	n	%
Agree	10	100	41	60.3	10	45.5	1	50
Disagree	--	--	27	39.7	12	54.5	1	50
Totals	10	100	69	100	22	100	2	100

Note. $X^2 = 8.7$, $p < .05$

Analysis of the education level of participants produced significant difference with respect to item 15, "I am satisfied with salaries for Ontario teachers" ($X^2 = 8.7$, $p < .05$) (see Table 32). As can be seen, 100% of respondents with only a B.A. agreed with the statement, while 50.0% of those with a Ph.D. agreed with the statement. The impression is made that level of education affects satisfaction level with Ontario salaries.

Table 33.

Salary is a Significant Factor in My Decision to Work Overseas (Years of Teaching Experience)

	Years of Teaching Experience											
	0		1-5		6-10		11-15		16-20		20 +	
	n	%	n	%	n	%	n	%	n	%	n	%
Agree	8	44.4	44	80.0	9	64.3	2	66.7	1	50.0	10	90.9
Disagree	10	55.6	11	20.0	5	35.7	1	33.3	1	50.0	1	9.1
Totals	18	100	55	100	14	100	3	100	2	100	11	100

Note. $X^2 = 11.4$, $p < .05$

Significant difference was found among participant responses to item 4, “Salary is a significant factor in my decision to work overseas,” with respect to years of teaching experience ($X^2 = 11.4$, $p < .05$) (see Table 33). As shown, 55.6% of respondents with no teaching experience disagreed with the statement, while 90.9% of those with over 20 years of experience agreed with the statement. The amount of a respondent’s teaching experience appears to affect their perception of the importance of salary in the decision to work overseas.

Table 34.

If I Stayed, I Am Confident I Would Be Able to Find a Job in Ontario (Specialization)

	Specialization							
	Primary/Junior		Junior/Intermediate		Intermediate/Senior		Other	
	n	%	n	%	n	%	n	%
Agree	23	100	19	90.5	57	100	1	100
Disagree	--	--	2	9.5	--	--	--	--
Totals	23	100	21	100	57	100	1	100

Note. $X^2 = 7.9$, $p < .05$

Analysis of item 14, “If I stayed, I am confident I would be able to find a job in Ontario,” resulted in significant difference between different specializations ($X^2 = 7.9$, $p < .05$) (see Table 34). As can be seen, 90.5% of junior/intermediate respondents agreed with the statement, while other specializations reported 100% agreement. The analysis shows confidence across specializations in securing a job in Ontario with slightly less confidence among junior/intermediate respondents.

Table 35.

If I Stayed, I Am Confident I Would Be Able to Find a Job in Ontario (Number of Years Planning to Teach Abroad)

	Number of Years Planning to Teach Abroad									
	1-2		3-5		6-10		10 +		Not Sure	
	n	%	n	%	n	%	n	%	n	%
Agree	44	100	17	100	6	75.0	8	100	24	100
Disagree	--	--	--	--	2	25.0	--	--	--	0
Totals	44	100	17	100	8	100	8	100	24	100

Note. $X^2 = 23.7$, $p < .01$

The amount of time respondents planned to teach abroad also produced significant difference with respect to item 14 ($X^2 = 23.7$, $p < .01$) (see Table 35). 75.0% of respondents who planned to teach 6 to 10 years agreed with the statement, while all other groups reported 100% agreement. While all of the groups reported strong agreement for confidence in finding a job in Ontario, those who planned to teach 6 to 10 years scored significantly lower than other groups.

Table 36.

Correlation of Variables Pertaining to Financial and Circumstantial Reasons

Variable	r	
	Salary is a significant factor in the choice of an overseas teaching position	Satisfied with salaries for Ontario teachers
Annual Earnings	-.309	--
Level of Education	--	.256

$p < .01$

Significance of salary in the choice of an overseas teaching position and satisfaction with teacher salaries produced two incidences of correlation (see Table 36). Those with higher annual earnings were more likely to agree that salary is a significant factor in their choice of an overseas teaching position ($-.309, p < .01$). Those with higher levels of education were less likely to be satisfied with salaries for teachers in Ontario ($.256, p < .01$).

Responses to open ended statements supported findings in the quantitative analysis. Among 22% of respondents, the desire to make or save money, possibly more money than in Ontario, was a response to item 35, "the things that pull me towards international teaching are..." (Table 37; see appendix A). Statements made to this effect were: "opportunity to save money" (REP 3), "potential for some saving" (REP 4), "good pay, cheap countries, pay off debts" (REP 8), "better salary" (REP 39), "substantial savings potential" (REP 46), "now I'm more interested in the ability to save much more money than I would teaching in Canada due to tax-free non-residence income" (REP 78), and "great salary/benefits, low taxes or tax free" (REP 103). Respondents in this group perceive the opportunity to make and save money abroad as a factor worthy of note. Many believe that they will be able to improve their financial situation abroad as a result of elements such as: higher salaries, reduced or no taxes, and countries with cheaper cost of living.

Summary of Results

While some exceptions did occur, the quantitative analysis was generally supported by open-ended or qualitative data. The strongest support was found in the area of altruistic motives. Statistical analysis of the data indicated intense dissatisfaction with government treatment of the teaching profession. Open-ended comments related to this dissatisfaction were the most common responses with regard to factors that push teachers away from teaching in Ontario. A connection between quantitative and qualitative data was also revealed with respect to the

intrinsic nature of teaching. The desire for continued learning (in this case about other cultures) and the need for challenge through adventure were indicated to be significant deciding factors in the statistical analysis. Similarly, the most common responses regarding factors that pull individuals toward overseas teaching involved the same desires for learning and adventure.

Quantitative analysis revealed that knowing someone with overseas teaching experience was found to be a significant factor in the decision to teach abroad. The high percentage of related open-ended responses indicates that the majority of participants learned about international teaching from friends, family and, colleagues. The importance of fringe benefits were also supported by both quantitative and qualitative data. The opportunity to travel was strongly supported by the statistical analysis as a deciding factor in the decision to teach overseas. Open-ended comments relating to the opportunity to travel were the second most common response with respect to factors that pull individuals towards teaching overseas. It should be noted that fringe benefits specifically offered by a school or institution did not reveal strong connections between quantitative and qualitative results.

Connections between quantitative and qualitative data were mixed with respect to financial and circumstantial reasons for choosing to teach overseas. The majority of individuals indicated that salary was a significant factor in their choice of an overseas teaching position. Open-ended comments regarding financial gain were represented in a 22% of responses. However, while the majority of respondents indicated that they were confident they could secure an overseas job, there was no mention of circumstantial factors in the open-ended response section of the questionnaire. Connections between quantitative and qualitative data were evident with respect to self actualization. While some respondents made open-ended comments about their desire to improve professionally, statistical analysis revealed that the majority of participants did not

believe that there were better opportunities for professional development or career advancement outside Ontario.

The results of this study reveal information that concerns teachers, administrators, and government representatives. The findings presented here describe a group of teachers whose altruistic motives are not being satisfied in the present educational system. Results also indicate that most participants in this study are motivated by challenge and opportunities for learning. The majority of these teachers are influenced by others in the field of overseas teaching. It has also been found that while financial considerations are important to participants in this group, money does not appear to be the most important factor in their decision to leave Ontario. The majority of participants in this group indicated that they believe there are good opportunities for professional development and career advancement, and yet they still choose to leave. Similarly, the majority of individuals in this study believe that benefits offered to Ontario teachers are satisfactory, but still choose to teach in other countries. The following chapter will explore some of the reasons for these findings and seek to find solutions to what may lead to future problems for the Ontario education system.

CHAPTER 5

Discussion and Conclusions

This study was undertaken in order to examine the factors that influence Ontario teachers' decisions to teach outside Canada. As suggested by themes in the related literature, the decision is most likely the result of a combination of several factors. It was also expected that the factors influencing this career decision might vary depending on the background information of participants (age, gender, annual earnings, education etc.). The study was based on some basic assumptions about the nature of the factors involved. It was assumed that while some factors would be seen as "pull" factors or positive reasons for pursuing a career outside Canada, other factors might be negative or "push" factors that repel teachers away from teaching in Ontario. In this chapter the writer will discuss the results and findings that addressed the research questions. Implications related to future research will be addressed at the end of the chapter.

While some exceptions did occur, the quantitative analysis was generally supported by open-ended or qualitative data. The strongest support was found in the area of altruistic motives. Statistical analysis of the data indicated intense dissatisfaction with government treatment of the teaching profession. Open-ended comments related to this dissatisfaction were the most common responses with regard to factors that push teachers away from teaching in Ontario. A connection between quantitative and qualitative data was also revealed with respect to the intrinsic nature of teaching. The desire for continued learning (in this case about other cultures) and the need for challenge through adventure were indicated to be significant deciding factors in the statistical analysis. Similarly, the most common responses regarding factors that pull individuals toward overseas teaching involved the same desires for learning and adventure.

Quantitative analysis revealed that knowing someone with overseas teaching experience was found to be a significant factor in the decision to teach abroad. The high percentage of related open-ended responses indicates that the majority of participants learned about international teaching from friends, family and, colleagues. The importance of fringe benefits was also supported by both quantitative and qualitative data. The opportunity to travel was strongly supported by the statistical analysis as a deciding factor in the decision to teach overseas. Open-ended comments relating to the opportunity to travel were the second most common response with respect to factors that pull individuals towards teaching overseas. It should be noted that fringe benefits specifically offered by a school or institution did not reveal strong connections between quantitative and qualitative results.

Connections between quantitative and qualitative data were mixed with respect to financial and circumstantial reasons for choosing to teach overseas. The majority of individuals indicated that salary was a significant factor in their choice of an overseas teaching position. Open-ended comments regarding financial gain were represented in a 22% of responses. However, while the majority of respondents indicated that they were confident they could secure an overseas job, there was no mention of circumstantial factors in the open-ended response section of the questionnaire. Connections between quantitative and qualitative data were evident with respect to self-actualization. While some respondents made open-ended comments about their desire to improve professionally, statistical analysis revealed that the majority of participants did not believe that there were better opportunities for professional development or career advancement outside Ontario.

The results of this study reveal information that concerns teachers, administrators, and government representatives. The findings presented here describe a group of teachers whose

altruistic motives are not being satisfied in the present educational system. Results also indicate that most participants in this study are motivated by challenge and opportunities for learning. The majority of these teachers are influenced by others in the field of overseas teaching. It has also been found that while financial considerations are important to participants in this group, money does not appear to be the most important factor in their decision to leave Ontario. The majority of participants in this group indicated that they believe there are good opportunities for professional development and career advancement, and yet they still choose to leave. Similarly, the majority of individuals in this study believe that benefits offered to Ontario teachers are satisfactory, but still choose to teach in other countries. The following chapter will explore some of the reasons for these findings and seek to find solutions to what may lead to future problems for the Ontario education system.

Altruistic Motives

The results of the study indicated that Ontario teachers who seek to teach outside Canada may be doing so to satisfy their altruistic motives. Teachers whose efforts to help children learn are being hampered by increased workloads and lack of respect from government and the public, may be choosing to leave the Ontario system in search of alternatives. In the analysis of the data, a general sense of dissatisfaction with the workload for Ontario teachers was revealed. As reported, 78.7% of participants indicated that they were not satisfied with the Ontario teaching workload. In a related question, 79.6% responded that they were not satisfied with the amount of planning time allowed for Ontario teachers.

Chi square analysis supported the concept that Ontario teachers are not satisfied with their workload and pointed out some significant difference among groups in the study. Significant difference indicated that primary teachers are somewhat more satisfied with their workload than

those in intermediate and secondary positions. In addition, those earning between 40 000 and 49 000 dollars annually expressed less dissatisfaction than other income groups. A difference was also found between those respondents with no teaching experience and those with teaching experience. Inexperienced participants indicated less dissatisfaction with the Ontario workload than those with experience. Finally, those owing from 20 000 to 29 000 dollars in student debt reported less dissatisfaction with Ontario teacher workload. Correlation analysis indicated possible trends among respondents with respect to teacher workload. Findings indicated that older teachers were more likely to be dissatisfied than younger teachers with respect to workload. Similarly those with more years of teaching experience were less likely to be satisfied with teacher workload. Individuals teaching higher grade levels were also found to be less satisfied with workload than those teaching primary or junior grades.

Workload also arose as a significant factor in the choice of an overseas teaching position. Results showed that 56.3% of respondents agreed that workload was a significant factor in their choice of an overseas teaching position. However, it is interesting to note that a substantial proportion of the group did not perceive workload to be a significant factor in their choice of a position overseas. It might be expected that those who find the Ontario teaching load to be too high might be cautious about heavy workloads elsewhere. Nevertheless, respondents did not appear reluctant to accept positions that might involve demanding expectations.

Findings in the chi square analysis found significant difference among respondent groups with respect to the significance of workload as a factor in the choice of an overseas teaching position. Difference was found between age groups in that younger respondents did not perceive workload to be as significant a factor as older participants. Similarly those with smaller annual earnings did not find workload to be as significant in the choice of an overseas position as those

with higher annual earnings. Difference was also found between participants with different amounts of teaching experience. Those with little or no teaching experience did not perceive workload to be as significant a factor as those with more experience as teachers with respect to securing an overseas job.

Analysis of correlation also revealed that older teachers, teachers with more years of teaching experience and those teaching higher grade levels were also more likely to perceive teacher workload as a significant factor in the choice of an overseas teaching position. Furthermore, those earning higher salaries were more likely to agree that workload was a significant factor in the choice of a teaching position overseas.

Responses to open ended questions support the findings of the quantitative analysis. One quarter of respondents indicated that the workload for teachers was a factor that pushed them away from teaching in Ontario. Teachers expressed their views by referring to Ontario's workload as unreasonable, unrealistic and overwhelming. Increased administrative tasks and being forced to take on extra responsibilities were cited as contributing factors to the current situation. The end result of the increased demands on teachers was illustrated by one respondent who stated, "I am teaching well, given the situation, but I cannot provide everything I am expected to for the children"(REN 32). If teachers are not able to fulfill their altruistic desire to help and provide for the educational needs of children in the Ontario system, it seems that some are willing to go elsewhere.

As mentioned previously, a perceived lack of respect for teachers and teaching by the government and the public arose as a factor of concern for many participants. Results of the study found that 95.2% of respondents did not feel that they were respected by the government

of Ontario. Similarly, 83.7% of respondents did not feel they were respected by the public either.

Analysis of significant difference found that the perception of government respect for teachers and teaching was not the same among participants with different amounts of work experience. Significant difference revealed that participants with more teaching experience perceived a lack of government respect to a greater extent than those with less teaching experience. In a related case, significant difference indicated work experience was also related to the perception of public respect for teachers and teaching. Teachers with more experience again perceived a lack of public respect more so than those with less teaching experience. Analysis of correlation did not reveal significant findings related to government or public respect for teachers and teaching.

Open-ended responses support the findings of the quantitative analysis regarding government and public respect for the teaching profession in Ontario. Poor government respect and lack of government support was the most common response (43%) regarding factors that push teachers away from teaching in Ontario. Respondents expressed concerns that the government's relationship with teachers is antagonistic, manipulative, and politicized. One respondent's comments speak to the effect of this relationship on teachers and teaching,

The Ontario government and the press constantly tell us what a bad job we're doing. I do not feel I can remain teaching in Ontario (without a huge cost to my mental health anyway!) However, I do not wish to leave the teaching profession. Therefore, I must seek employment abroad. I love my job, but it's killing me (REN 28).

Another respondent illustrates the effect of the Ontario government's relationship with teachers by citing reasons for leaving Ontario, "...government attacks and attitude towards teachers,

teaching and education, increasing stress on teachers and decreasing support.... schools will decline because of government policy. I don't want to watch that tragedy unfold" (REN 86). While comments such as those above may appear to represent extreme views of the situation, the sentiment is common among respondents that poor government relations with the teaching profession is a significant factor in their choice to leave Ontario and seek employment overseas.

Open-ended responses related to lack of public respect for teachers and teaching were not dissimilar to those regarding government respect. This factor represented the second most common set of responses (32%) to things that push teachers away from teaching in Ontario. Comments from respondents that they perceived to be pushing them away from teaching in Ontario included, "...people telling me I have it made as a teacher, and to leave if I'm not happy, I love teaching... we're not valued" (REN 35). "Public opinion of teachers – lack of respect and stereotypes" (REN 53), and "poor public perception of our workload" (REN 85) were other comments that illustrate teachers' perceptions of the public's respect for their work. Clearly, any employee works better if they believe that they are respected for what they do. If some teachers believe they will be respected in overseas schools they may be willing to leave Ontario to fulfill that need.

It is important to note that the majority of teachers (76.7%) in this study expressed the desire to improve as educators by learning different approaches to teaching overseas. The desire to be effective in the classroom and to fulfill altruistic motives is prevalent in the data. Although chi square and correlation analysis did not produce significant findings, responses to the open-ended component of the survey revealed information in support of this idea. The fifth most popular response with respect to things that pull teachers towards overseas teaching involved the desire to teach in a better educational environment. Participants expressed the need for more

professional freedom, appreciation for their work, improved workplace morale and more preparation time. One respondent described the situation this way:

I have many friends who teach abroad (none have returned to Canada after experiencing education in other countries) and all of them have spoken of what a positive experience it has been and encouraged my partner and I to seek employment abroad. I want to go to a country where education is valued” (REP 28).

The perception of an environment where altruistic needs can be satisfied seems to be aided by the recounting of experiences by those who have or are still teaching abroad. Another participant illustrated the reasons for choosing to leave Ontario:

We do not need to ride out the rest of Mike Harris’ agenda and its effects on the public and on the education system. We have better opportunities outside Ontario: better working conditions, more flexible career, appreciation of my profession” (REP 28).

A review of related literature found that many teachers choose their profession for the opportunity to experience the pleasure and satisfaction of teaching young people. The literature also suggests that if teachers feel their altruistic motives are being restricted by poor work environment or unsympathetic administration, they may choose to leave the profession. This study has found that many teachers perceive overseas teaching environments to be better than those in Ontario. If indeed better conditions exist outside Ontario, and more and more teachers are willing to relocate in order to satisfy their altruistic needs, it stands to reason that the migration of Ontario’s teachers to other parts of the world is a contributing factor to the growing teacher shortage in the Ontario education system. If the solution to the problem of making teachers feel that they are able to do their jobs in an environment of respect, support and

professional freedom cannot be found, it is possible that we can expect to lose more teachers to overseas postings in the future.

Interpersonal Influence

The influence of knowing someone with experience teaching outside Canada was another factor investigated by this study. It was anticipated that knowing someone with such experience would play a role in the decision of participants to leave Ontario for teaching positions outside Canada. In fact, 91.2% of participants indicated that they knew someone with overseas teaching experience. This information indicates that it is common for teachers to know someone with teaching experience outside Ontario. Furthermore, 66.0% of respondents agreed that knowing someone with overseas experience was a significant factor in their decision to teach abroad.

Chi square analysis found that there was significant difference between those who knew someone with overseas experience and those who did not with respect to interpersonal influence in the choice of a job overseas. The majority of those who knew someone with overseas experience (72.8%) indicated that it was an important factor in their decision to leave Ontario while 88.9% of those who did not know someone with overseas experience did not feel that knowing someone with overseas teaching experience was a significant factor in their decision.

It was suggested in the literature that the choice of a teaching career might be the result of knowing a friend or relative in the profession. The findings of this study indicate the importance of knowing someone with overseas experience in the decision to leave the Ontario education system. Two important findings were made by this study with respect to this factor. The first is that it is common for Ontario teachers to know someone with teaching experience outside Ontario. The second is that those who know someone with overseas experience feel it is a significant factor in their choice to leave Ontario. As more and more teachers choose to leave

Ontario, the experiences they have will become known to their colleagues and friends. As a result, teachers in Ontario may make their decisions about future career moves influenced by the overseas experiences of others.

Self-Actualization

The desire for professional growth and career advancement opportunities as a factor in the decision to teach outside Canada was examined in this study. It was expected that teachers might choose to teach overseas because of the perception of improved opportunities for professional development and career advancement. However, it was found that the majority of respondents (56.3%) did not perceive there to be better opportunities for professional development abroad. Similarly, the majority of respondents (63.0%) indicated that they did not perceive better opportunities for career advancement in overseas schools.

Analysis of significant difference supports the idea that participants in this study do not perceive better opportunities for professional growth or career development outside Ontario. With the exception of a small group of respondents age 35 to 39, all age groups did not feel there were better opportunities for career advancement in overseas schools. Similarly, a small group of individuals who planned to teach abroad for six years or more perceived good opportunities for career advancement, while others who planned to teach for less time or were not sure did not perceive good opportunities.

Opportunities for professional development and career advancement in Ontario were generally perceived to be good. With respect to professional development, 64.7% of respondents agreed that good opportunities existed in Ontario. The majority of respondents (69.6%) also agreed that there were good opportunities for career advancement in the Ontario education system.

According to the analysis of significant difference, intermediate/senior grade teachers did not agree as much as other participants that there were good opportunities for professional development in Ontario. With the exception of teachers age 35 to 39, the majority of participants agreed there were good opportunities for professional development in Ontario. Respondents in common law marriages were the only group, with respect to marital status, where the majority of participants did not feel there were good opportunities for professional development in the Ontario education system.

Analysis of correlation found that the perception of good opportunities for professional development for teachers outside Canada was related to how long the participant planned to teach abroad. Those who planned to teach outside Canada for longer periods of time were more likely to agree with the idea that there are good opportunities for professional development for teachers outside Canada

The desire for self-actualization is supported to some extent by the open-ended data as 21% of responses were related to professional growth. Comments related to professional development included: "extend and improve my professional abilities" (REH 48), "develop as a professional educator"(REH 57), and "grow professionally by studying new curriculum and sharing ideas with colleagues" (REH 76).

A review of related literature found that teachers might enter teaching as a career that offers the chance for personal and professional growth. Similarly, the literature reveals that teachers may leave the profession if they perceive opportunities for professional development and career advancement to be poor. While it appears there is interest in professional growth and career advancement for participants in this study, it does not seem to be a significant factor in the decision to teach overseas. With a few exceptions, respondents generally expressed the view that

they did not perceive better opportunities for self-actualization in overseas schools, and yet were still willing to leave Ontario.

Intrinsic Nature of Teaching

The desire for continued learning and challenge as a factor in the decision of teachers to leave Ontario and seek employment outside Canada was investigated in this study. The chance to learn about new cultures and languages was expected to be a factor in the decision to work abroad. In addition, the challenge of new adventures was also predicted to be a factor in this career choice. With respect to learning about a new culture, 99.1% of respondents agreed that learning about a new culture was a significant factor in their decision to teach overseas. Learning a new language was reported to be a significant factor in the decision by 72.1% of respondents. In the case of adventure, 98.1% of participants agreed that it was a significant factor in their choice to leave Ontario and teach abroad.

As a result of the high levels of agreement regarding the learning of a new language and culture, chi square analysis did not produce any cases of significant difference. Similarly, there were no significant cases of correlation with respect to learning a new language or culture.

Open-ended responses produced data that supported findings in the frequency analysis. The most common response (57%) regarding factors that pull people towards international teaching was the desire to learn about and/or experience a new culture. Comments related to this factor included: “learn about new culture by being immersed in it, learning about education in other natures, working in a more multicultural environment” (REP 10), “intrinsic interest of cultures and places that are new to me, learning about other cultures to enhance my teaching practice” (REP 19), “I want to experience another culture again” (REP61), and “capture a vision for the world, learn about other cultures” (REP 74). Not only are teachers interested in experiencing

other cultures, but several express the desire to enhance their teaching practice through cultural exchange. The third most common response from 39% of participants involved the desire for adventure. Those who responded with comments related to this factor expressed the desire to experience adventure and adventuresome people. Participant comments included: “A sense of adventure” (REP 35), “I like adventure” (REP 61), “adventure in many aspects” (REP 85), and “meet other adventuresome people” (REP 93). The desire to experience adventure may in some way be a search to satisfy part of the intrinsic need for challenge in some teachers. The desire to learn a new language was indicated by a substantial part (17%) of the study group.

As was mentioned in the literature review, challenge and the desire learn new things are intrinsic to the nature of teaching and teachers. This study has demonstrated that the vast majority of participants agreed that learning about new languages and cultures were significant factors in their decisions to teach overseas. Furthermore, the desire to experience adventure was also determined to be a significant deciding factor for the majority of participants.

Fringe Benefits

It was anticipated that this study would find that fringe benefits play a significant role in teachers' decisions to work outside Canada. Fringe benefits were identified as those things outside the regular salary such as signing bonuses and health coverage. Also included as benefits were elements outside the job, in this case the chance to travel or the search for a spouse. Financial incentives and benefits packages were perceived to be significant factors in the decision to work overseas by 73.0% of respondents. The chance to travel was seen as a significant deciding factor by 100% of respondents. Only 4.8% of respondents agreed that the search for a spouse was a significant factor in their decision to work overseas. Results of the

study confirmed that 78.6% of participants were satisfied with benefits offered to Ontario teachers.

Significant difference was found between those whose annual earnings were over fifty thousand dollars and other earnings groups with respect to satisfaction with benefits offered to Ontario teachers. Respondents who earned over fifty thousand dollars annually were less satisfied with Ontario benefits than other earnings groups. Similarly, younger participants expressed more satisfaction with Ontario teacher benefits than did older participants.

Analysis of correlation produced similar findings to those of significant difference. Results indicated that those earning higher annual salaries were less likely to be satisfied with Ontario teaching benefits. In addition correlation analysis indicated that older participants were less likely to be satisfied with Ontario benefits than younger participants. This trend towards dissatisfaction in older age groups and higher annual salaries might be a topic warranting further study.

Responses to the open-ended component of the questionnaire supported the significance of fringe benefits outside the school as a factor in the decision to teach outside Canada. The second most popular response (50.0%) related to factors that pull teachers towards overseas was the chance to travel. Respondents indicated the importance of travel by stating the following: "I feel my life would not be fulfilling without traveling." (REP 41), "The opportunity to travel and broaden my perspective of my world and myself" (REP 49), "opportunity to work and travel simultaneously" (REP 54), and "exploring new lands" (REP 98). Fringe benefits specifically offered by the school were only mentioned in 5.0% of participant responses.

Literature related to this topic indicates that individuals choose the teaching profession as a result of perceived fringe benefits such as long vacations and other rewards. The literature

review also revealed that individuals choose to teach outside their own countries as an opportunity to travel and see the world. The majority of participants in this study indicated that benefits were a significant factor in the decision to leave the Ontario education system and teach outside Canada. The desire to travel and the opportunity that overseas teaching offers in this respect cannot be dismissed. Of note was the weaker support for school related benefits packages. Little mention was made of health plans, signing bonuses or pension funds.

Financial and Circumstantial Reasons

This study investigated the significance of financial and circumstantial factors in the decision of teachers to leave Ontario and teach outside Canada. It was expected that teachers who perceived the opportunity to earn or save more money overseas might be motivated by this factor. It was also anticipated that teachers who perceive good chances for employment abroad would be encouraged by the possibilities. Assumptions for the decision to leave Ontario were also based on the idea that teachers might not be satisfied with salaries or employment prospects in their home province. Analysis of frequencies indicated that 71.2% of respondents agreed that salary was a significant factor in their decision to work overseas. The majority of participants (98.1%) were confident that they would be able to secure an overseas teaching position. Satisfaction with Ontario teaching salaries was reported by 61.1% of respondents and 98.0% of participants were also confident that they could secure a teaching position in Ontario.

Chi square analysis produced one case of significant difference regarding the importance of salary in choosing to teach outside Canada. Participants with no teaching experience did not perceive salary to be as significant a deciding factor as those with more experience. Significant difference determined that the participant's level of education also affected their confidence in

being able to secure a job in Ontario. Those who possessed only a B.A. degree were more confident they could secure a teaching job in Ontario than those with higher levels of education.

Analysis of correlation produced two significant cases. Results indicated that those with higher annual salaries were more likely to agree that salary is a significant factor in their choice of an overseas teaching position. In addition, those with higher levels of education were less likely to be satisfied with salaries for teachers in Ontario.

Open-ended responses supported the idea that salary is a significant factor in the decision to leave Ontario and teach outside Canada. The opportunity to earn or save money was the fourth most popular response (22.0%) related to factors that pull participants towards overseas teaching. Some respondents illustrated their expectations with the following comments: “opportunity to save money” (REP 3), “good pay, cheap countries, pay off debts” (REP 8), “substantial savings potential” (REP 46), and “great salary/benefits, low taxes or tax free” (REP 103). Perception of good opportunities for employment abroad were not specifically mentioned in open ended responses, perhaps due to the assumption by most participants that employment prospects were generally favourable.

A review of related literature found that a traditional barrier to recruitment and retention of teachers was the perception of low salaries in the profession. The literature also includes findings that suggest increased financial rewards might reduce teacher attrition. It was also found in the literature that the perception of alternatives was a contributing factor in the decision to leave one’s profession. The role of financial and circumstantial reasons was found to be marginally important in the decision to leave Ontario and teach outside Canada. While the majority of participants did not express dissatisfaction with Ontario teaching salaries, some did perceive opportunities for increased financial rewards outside Canada. Similarly, participants

indicated that they were as confident about securing a teaching position in Ontario as they were about finding employment overseas. It is interesting to note that the overall satisfaction with salaries in Ontario might indicate that it is not a factor that pushes teachers away from teaching in Ontario.

Conclusions

The research questions in this study sought to determine to what extent each of the six factors was significant in the decision to leave Ontario and teach outside Canada. No single factor was solely responsible for the decision of participants to teach overseas. Nevertheless, some factors did emerge as more prevalent or influential in the majority of participant responses. Responses related to the altruistic motives of teachers produced the most compelling findings of all the factors in this study. Analysis of quantitative and qualitative data revealed dissatisfaction with teacher workload, planning time, public respect, and government respect for teachers. With respect to the importance of workload in the choice of an overseas teaching position, background variables such as: age, amount of teaching experience, grade level taught and annual earnings had significant effect on responses. Responses regarding satisfaction with the Ontario teaching workload were significantly affected by the participant's number of years of teaching experience, and the grade level taught. Level of education and amount of teaching experience were variables that significantly affected participant responses to questions regarding public respect for teachers. Similarly, amount of teaching experience had a significant affect on participant responses regarding government respect for teachers.

Findings of this study indicate that as Ontario teachers age and acquire more experience in the classroom, they become less satisfied that their altruistic needs are being met. A difference in levels of satisfaction also emerges in this study between primary/junior teachers and those

teaching higher grade levels. Those teaching higher grade levels tend to be less satisfied than those teaching lower grade levels with respect to altruistic motives.

Interpersonal influence was found to have a significant effect on participants' decisions to leave Ontario. These findings were consistent with those of Soh (1983) who identified the influence of friends and family as a factor in career choice. Analysis determined that the majority of participants knew someone with overseas teaching experience. It was also found that those who knew someone with overseas experience felt it was a significant factor in their own decision to teach outside Canada. It can be assumed that those who know someone with previous overseas experience are receiving information that leads them to believe that the option of leaving Ontario is desirable.

Analysis determined that factors related to the intrinsic nature of teaching were significant in participants' decisions to leave Ontario and teach outside Canada. This finding is consistent with Soh's (1983) finding that individuals choose teaching as an interesting and challenging profession. The desire for learning and challenge was prevalent in both quantitative and qualitative data. Respondents commonly expressed the desire to learn about new cultures and languages as part of their expectations for living in other countries. The desire for adventure and challenge was also a common response in this study. Teachers are intrinsically interested in learning and learning processes. The experience of living in a new country and culture attracts teachers who are interested in lifelong learning and challenge.

Fringe benefits were found to be a significant factor in the decision to teach overseas. A distinction was found between the desire for benefits offered by a particular institution, and the implied benefits of living and working in another country. This finding was not consistent with the findings of Cioffi (1985) who linked the potential for rewards to career change. The

importance of benefits offered by institutions such as health plans and signing bonuses were not represented with similar significance in both quantitative and qualitative data. However, the significance of travel as a fringe benefit was common in both sets of data. Analysis of these factors indicates that participants are more interested in the benefits of living in another country than benefits packages offered by a particular institution.

Analysis found that financial and circumstantial factors played a role in participant's decisions to leave Ontario and teach outside Canada. Responses in the quantitative component of the study, regarding the significance of salary in the choice of an overseas school, were not consistent with qualitative findings. In a related case, most participants indicated that they were satisfied with salaries for teachers in Ontario. Some difference in satisfaction was found between different levels of participant education. Nevertheless, some respondents perceived the opportunity to make and save more money in other countries. The majority of participants were confident that they could secure a teaching job in Ontario. Most participants were also confident that they could secure a teaching job overseas. The findings indicate that teachers are confident in their ability to find a job both in Ontario and overseas. The findings were not consistent with those of Cioffi (1985) who found that financial rewards were a significant factor in career change. Participants indicated that salary was somewhat important, but was generally not the most important factor in the decision to leave Ontario and teach outside Canada.

Findings revealed that factors related to self-actualization did not prove to be significant to participants in this study. These findings were not consistent with those of Soh (1983) who identified furthering education and professional development as factors involved in career choice. Analysis found that the majority of participants agreed that there were good opportunities for professional development and career advancement for teachers in Ontario.

With the exception of those who planned to teach abroad for more than six years, the majority of participants indicated that they did not perceive better opportunities for professional development or career advancement in overseas schools. These findings lead to the conclusion that the significance of factors related to self-actualization is negligible in the decision to leave Ontario and teach outside Canada.

The conclusions of this study contribute to the understanding of educational administrative theory and educational planning in a number of ways. This study highlights the importance of a well balanced approach by educational planners to achieving teacher satisfaction. Traditional solutions such as higher salaries and increased rewards do not appear to be enough to dissuade teachers from leaving Ontario for opportunities outside Canada. The research presented here indicates that teachers need to feel that they are being effective as educators in order to satisfy the intrinsic and altruistic needs associated with teaching.

Recommendations

This study was undertaken to determine why increasing numbers of teachers in Ontario continue to seek employment elsewhere while the province is faced with a looming teacher shortage. Research into the problem indicated that while the common assumption of a teacher shortage should decrease the number of teachers looking for work outside Ontario, just the opposite is occurring. Overseas teacher recruitment fairs continue to experience increasing numbers of applications and university placement offices are experiencing increased requests for information about teaching outside Ontario.

The findings of this study have indicated that the majority of participants are dissatisfied with the government's treatment of the teaching profession. An overwhelming percentage of respondents have indicated that they do not feel that teachers and teaching are respected by the

government of Ontario. Furthermore, participants in this study have expressed concerns that the provincial government's relationship with teachers has been manipulative, antagonistic and over politicized. As a result of this relationship, public opinion of teachers and teaching has also suffered. The Ontario government needs to develop a more positive public relationship with teachers in order to defuse the antagonistic climate that currently exists.

Participants in this study have expressed the desire for more autonomy, professional freedom and appreciation for the work they do as educators. One way to achieve this goal is to approach the relationship between teachers and government as a partnership, not a battleground. Rather than engaging in manipulation of the issues through the media, protest and confrontation, both sides need to take a new approach. Consultation and discussion between educators and government regarding policy decisions would be a step towards improving already strained relations.

Results of this study have also indicated that the majority of teachers perceive their workload to be excessive. While many respondents indicated that they were willing to work hard in an overseas job, many expressed the concern that the overwhelming workload and lack of planning time for teachers in Ontario was affecting their ability to help children. If this is the case, a solution must be found to ease the current burden on teachers in Ontario. If working conditions for Ontario teachers do not improve, it is anticipated that increasing numbers of teachers will consider leaving the province for better opportunities elsewhere.

The solution to the current situation might be found in current organization theory. Through their studies of organization theory Owens and Shakeshaft (1992) developed a way of thinking about organizations known as the human resources paradigm. This paradigm takes into account

the value of each member in an organization from administrators and policy-makers to managers and workers. The paradigm is based on five assumptions:

- (1) Maximum organization effectiveness requires the creation of internal arrangements that give rise to and support a culture that enhances human growth and increases motivation.
- (2) Tapping the potential energy and creativity of the organization's human resources requires increased involvement of all participants at all levels of the organization.
- (3) Full constructive participation requires a culture characterized by high levels of trust and openness.
- (4) In today's environment of ambiguity and fast change, effective organizations are more likely to emphasize flexible organization that puts a premium on expertise rather than to emphasize authoritarian, hierarchical, bureaucratic structures.
- (5) Alienation, apathy, and poor performance at work are more closely related to the satisfaction that people get from work (for example, sense of achievement, intrinsic value for the work) rather than extrinsic reward. (Owens & Shakeshaft, 1992, p. 8)

Participant responses in this study suggest that the Ontario government is not taking the approach to the education system advocated by Owens and Shakeshaft. Years of authoritarian, hierarchical, bureaucratic rule have not produced the desired results in Ontario's education system. Perhaps it is time for a change. Part of the solution could involve the development of committees by the Ontario Ministry of Education designed to consult education professionals on their concerns for the present state of education in Ontario. The findings of these committees could then make recommendations to the Ministry of Education for change and reform.

The looming teacher shortage is not only expected to affect Ontario. Shortages are predicted in countries around the world. Ontario will soon find itself competing with other nations around

the world for qualified teaching professionals. Government and educators should work together to make the Ontario education system attractive to teachers so as to ensure qualified and capable instruction for our children in the future.

Suggestions for Further Study

Questions were raised by this study regarding factors that influence teachers' decisions to leave Ontario and teach outside Canada. In particular, differences in satisfaction with workload, planning time, public respect and government respect for Ontario teachers were found between different age groups. In general, older participants were more likely to report dissatisfaction with the above factors than were younger participants. The trend towards increasing age and increasing dissatisfaction with these factors might warrant further study.

Differences in levels of satisfaction were also found between teachers of higher grades and those teaching primary grades. Those teaching in intermediate/senior grades were less likely to be satisfied with factors such as workload, planning time, public respect and government respect for Ontario teachers. How do the differences between elementary school teaching environments and those of high schools affect teacher satisfaction? Further study could investigate the differences in satisfaction levels between these two groups of teachers.

Another possibility for further study would be to investigate teachers who have experience teaching abroad. Several comments in this study made reference to friends or family who have chosen to teach outside Canada for extended period of time. Future study could focus on those elements of international teaching that attract and keep teachers working overseas. A study of overseas organizations and their approaches to teacher satisfaction could add valuable understanding to issues in Ontario.

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APPENDIX A**Sample Questionnaire**

Sample Questionnaire

Please check the box that best describes your feelings about the following statements.
All responses are voluntary and all information will be kept confidential.

1. I think I will be able to find a job overseas.
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
2. Learning about a new culture is a significant factor in my decision to work overseas.
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
3. Learning a new language is a significant factor in my decision to work overseas.
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
4. Salary is a significant factor in my decision to work overseas.
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
5. Adventure is a significant factor in my decision to work overseas.
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
6. There are more opportunities for professional development overseas than in Ontario.
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
7. There are more opportunities for career advancement overseas than in Ontario.
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
8. Learning different approaches to teaching is a factor in my decision to work overseas.
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
9. A search for a future spouse is a significant factor in my decision to work overseas.
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
10. Financial incentives and benefits packages are significant factors in my decision to work overseas.
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
11. A chance to travel is a significant factor in my decision to work overseas.
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
12. Teacher workload is a factor in my choice of an overseas teaching position.
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
13. Knowing someone with international work experience is a significant factor in my decision to work overseas.
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
14. If I stayed, I am confident I would be able to find a job in Ontario.
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

15. I am satisfied with salaries for Ontario Teachers.
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
16. I am satisfied with benefits offered to Ontario Teachers.
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
17. I am satisfied with the workload for Ontario Teachers.
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
18. I am satisfied with the amount of planning time allowed for Ontario Teachers.
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
19. I feel there are good opportunities for professional development for teachers in Ontario.
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
20. I feel there are good opportunities for career advancement in Ontario.
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
21. Teachers are well respected by the public in Ontario.
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
22. Teachers are well respected by the government in Ontario.
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

Demographic Information

Please answer the following as accurately as possible.

All answers are voluntary and all information will be kept confidential.

23. Age (yrs): ☐ 20-24 ☐ 25-29 ☐ 30-34 ☐ 35-39 ☐ 40 and over

24. Gender: ☐ Female ☐ Male

25. Marital
Status: ☐ single ☐ married ☐ divorced ☐ widowed ☐ common law

26. Level of
Education: ☐ B.A. ☐ B.ED. ☐ Masters ☐ Ph.D.

27. Specialization: ☐ P/J ☐ J/I ☐ I/S ☐ other_____

28. Teachable Subjects: ☐ Humanities ☐ Math ☐ Science ☐ Art ☐ Computers
(check more than one if applicable)

29. Amount of
student debt (\$): ☐ none ☐ 1,000 to 9,000 ☐ 10,000 to 19,000 ☐ 20,000 to 29,000 ☐ over 30,000

30. Your Annual
Earnings (\$): ☐ 0 to 10,000 ☐ 10,000 to 20,000 ☐ 20,000 to 30,000 ☐ 30,000 to 40,000
☐ 40,000 to 50,000 ☐ over 50,000 ☐ do not wish to respond

31. Your Parent's
Annual Earnings (\$): ☐ 0 to 10,000 ☐ 10,000 to 20,000 ☐ 20,000 to 30,000 ☐ 30,000 to 40,000
(if student) ☐ 40,000 to 50,000 ☐ over 50,000 ☐ do not wish to respon

32. Number of years
teaching experience: ☐ 0 ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ over 20

33. Do you know someone with international teaching experience? ☐ yes ☐ no

34. How long do you
plan to teach
overseas? ☐ 1-2 yrs ☐ 3-5 yrs ☐ 6-10 yrs ☐ over 10 yrs ☐ not sure

Open Ended Questions:

Please respond in sentences or point form to the following:

35. The things that pull me towards International Teaching Are...

36. The things that push me away from Ontario Teaching are...

37. By choosing International Teaching, I hope to...

38. How did you find out about teaching opportunities abroad (e.g. newspaper, internet, colleagues, etc) ...

APPENDIX B**Open-Ended Response Tables**

Table 37.

Frequency of Responses to Open Ended Question, "The Things That Pull Me Towards International Teaching Are..."

Response	Frequency / Percentage
learn about/experience new culture	59/ 57%
opportunity to travel	52 / 50%
chance for adventure	40 / 39%
make/save money	23 / 22%
desire to teach in better environment (respect, professional freedom)	19 / 18%
learn new language	18 / 17%
new/interesting experience	11 / 11%
meet new people/teachers	9 / 9%
professional development	8 / 8%
need for change	8 / 8%
learn new ways of teaching	7 / 7%
new teaching experience	7 / 7%
new challenge	6 / 6%
personal growth	5 / 5%
experience	5 / 5%
benefits	5 / 5%
have previous experience	5 / 5%
no response	5 / 5%

Table 37. (continued)

climate	4 / 4%
exploration/discovery	4 / 4%
workload	3 / 3%
chance to learn something new	3 / 3%
get away from Ontario system/ need to get away from Ontario	2 / 2%
broaden perspective	2 / 2%
love of teaching	1 / 1%
new curriculum	1 / 1%
career advancement	1 / 1%
life to short to stay here	1 / 1%
commitment to global education	1 / 1%
excitement	1 / 1%
landscapes	1 / 1%
furnished housing	1 / 1%
more casual relaxed atmosphere	1 / 1%
spend quality time with wife before having children	1 / 1%
new place	1 / 1%

Table 38.

Frequency of Responses to Open Ended Question, "The Things That Push Me Away From Ontario Teaching Are..."

Response	Frequency / Percentage
poor government respect/government perception/government support	45 / 43%
lack of public respect/ poor public opinion	33 / 32%
workload	26 / 25%
politics/negative politics	16 / 15%
Mike Harris	13 / 13%
poor salary	12 / 12%
lack of respect from students	9 / 9%
large class size	8 / 8%
lack of appreciation	8 / 8%
lack of preparation time	7 / 7%
lack of administrative support	6 / 6%
undesirable teaching conditions/environment	6 / 6%
low morale	5 / 5%
high taxes	5 / 5%
no extra-curricular	4 / 4%
excessively wide range of abilities in classroom	4 / 4%

Table 38. (continued)

tension and stress	4 / 4%
rapid and poorly managed change	4 / 4%
government/Ministry manipulation of media against teachers	4 / 4%
lack of resources and money	3 / 3%
climate/weather	3 / 3%
benefits	2 / 2%
paperwork/administrative responsibility	2 / 2%
dismantling/centralization of education system	2 / 2%
poor relations between teachers, board and government	2 / 2%
bureaucracy	2 / 2%
teacher testing	1 / 1%
closing small schools	1 / 1%
government cutbacks	1 / 1%
lack of power in unions	1 / 1%
dictatorial, non-accountable Minister of Education	1 / 1%
reforms to assessment and evaluation	1 / 1%
dismantling of professional discretion	1 / 1%
Janet Ecker	1 / 1%
John Snoblen	1 / 1%
low incentives	1 / 1%
quality of life	1 / 1%
do not want to live in Ontario	1 / 1%

Table 39.

Frequency of Responses to Open Ended Question, "By Choosing International Teaching I Hope To.."

Response	Frequency / Percentage
learn about/ experience other cultures	27 / 26%
Travel/ see the world	26 / 25%
grow professionally	22 / 21%
grow personally	20 / 19%
improve work environment (respect, workload, professional freedom)	15 / 14%
make/save money	15 / 14%
meet/network with people, colleagues, friends	14 / 13%
learn new language	12 / 12%
regain love of/enjoy teaching	11 / 11%
improve/learn new ways of teaching	11 / 11%
no response	9 / 9%
have new life experience	6 / 6%
have fun	6 / 6%
adventure	5 / 5%
broaden perspectives/horizons	5 / 5%
gain experience	4 / 4%
pay off debts	4 / 4%

Table 39. (continued)

new challenge	4 / 4%
have positive influence on children	4 / 4%
fulfill a dream	3 / 3%
find a spouse	1 / 1%
bring experience back to Ontario classroom	1 / 1%
new ideas, new life	1 / 1%
advance in status	1 / 1%
be reunited with girlfriend	1 / 1%
enjoy life	1 / 1%
escape Ontario climate	1 / 1%

APPENDIX C

Responses to Open Ended Questions

Responses to Open Ended Question, "By Choosing International Teaching I Hope To.."

1. fulfill one dream I've had for 30 years
2. regain a love of my career
3. Learn new ideas about teaching, and teaching strategies
Save a substantial amount of money
4. grow professionally and personally
5. grow personally and professionally
travel
make some extra money
6. learn a lot about other places/ myself
succeed!!
learn Spanish
gain valuable professional experience
7. learn a lot about myself
accomplishing a goal set 5 years ago
8. experience other cultures
pay off student loans
9. discover respect for a respectable profession
discover a new culture
travel
teach with a freedom accorded a professional
10. learn a great deal culturally and professionally
perhaps save some money
have a great experience!
11. experience a different culture first-hand
bring valid experiences to an Ontario classroom
travel and seek new adventures
12. expand my experience
learn a new culture
enjoy a varied group of colleagues
travel in countries at moderate costs
13. work in several different regions and countries, visit countless historical and cultural sites, learn some languages and experience life!

14. travel, learn about other cultures
15. make money, learn new cultures, etc.
16. no response
17. travel widely
18. new challenge, new ideas, new life
19. intrinsic interest of cultures and places that are new to me
learning about other cultures to enhance my teaching practice
20. fulfill lifelong dream of working and living in another culture
21. broaden my perspectives
have adventure
22. learn languages
learn cultures
see the world
23. no response
24. challenge myself and my students to excel
25. save money
grow professionally/socially
network with experienced travelers
26. meet others with international experience
have a positive influence in the lives of children I interact with
27. save money
travel
enjoy teaching again
28. experience a culture where education is valued by society. I hope to have fewer
than 175 student contacts a week (my current level) and be in a real position to
make a real contribution to the lives of my students.
29. integrate myself into the international schools teaching system
travel, new culture, new language
this is my second attempt to teach overseas. I have taught 2 yrs in Africa 1997-99

30. learn about new countries
develop personally
increase my knowledge about the world
earn more money than in Ontario
hopefully enjoy teaching more
31. gain experience
32. be appreciated
find adventure
develop a positive net worth
meet like-minded people who are dedicated to education and adventure
33. have fun
34. no response
35. grow personally and professionally, meet some outstanding teachers and administrators,
travel, work hard and have fun. I hope not to miss my family and friends too much.
36. travel and teach at the same time
personal growth
37. enjoy teaching (good classes, schools, keen students)
be able to live in, experience, and see another part of the world
be able to save \$10 000/year at the minimum
escape our horribly cold climate
38. grow as a person
39. gain experience, save money, travel
40. grow professionally
do my Ph.D. overseas without falling into debt
advance in status
41. have fun, meet cool and interesting people, travel, teach enthusiastic kids
42. broaden perspective, professional development, learn a new language, see the
world
43. adventure, save money
44. return to Canada with a rejuvenated love and energy for teaching in the Ontario

45. education system which I have slowly lost during the last four years of my career
become excited about teaching again
46. grow professionally
learn a new language
47. enrich my teaching and life with new experiences
48. extend and improve my professional abilities while immersing myself in a new culture
49. grow professionally and personally
50. learn new culture, learn new angle on teaching
51. inspire students to serve, and strive for excellence, and a high level of truth and humanity
52. increase my understanding of myself and my own cultural heritage, bring more to my
future classrooms.
53. grow personally and professionally, adapt to a new lifestyle, make new friends
54. personal growth: develop confidence, independence, self-sustenance and security
55. improve my teaching skills, challenge myself, find a positive working environment
56. make more money to pay off my debts, learn new teaching methodology, network, travel,
have fun, start a nest egg and invest.
57. enrich my background, teaching philosophy, strategies styles etc., develop as a
professional educator and personally, develop a different outlook on the world, its
countries, people, cultures, etc., teach to the best of my ability, regardless of location and
give it all I've got.
58. be reunited with my girlfriend
59. go different places, learn about different cultures, learn about myself, have fun
60. learn a new language, gain valuable experience professionally, travel
61. continue to broaden my horizons. I have always enjoyed teaching and traveling. Why
not put them together?
62. see new cultures, learn new language, teach!
63. save enough to pay off student debt

64. enjoy life and to appreciate the world and to enjoy the challenges that are inevitable
65. see more of the world and learn about other cultures and other people
66. no response
67. become more open minded about another culture, travel a lot, pay off debts, increase in professional responsibilities, play a role in the development of programmes.
68. travel, enjoy classes, students, have opportunities I don't see in Ontario, learn new teaching methods, professional development
69. experience a different culture
70. no response
71. really enjoy teaching, learn about other teaching systems, build confidence in my own abilities to teach
72. have fun, gain new experience, make some money, find my place
73. educate myself in world travel, culture, teaching
74. make a difference in the lives of students overseas, come to a greater understanding of the world outside my backyard
75. come back with stories to tell, new knowledge to share and to grow personally as well as professionally
76. grow professionally by studying new curriculum and sharing ideas with colleagues, experience a new culture, language
77. become excited again about teaching, gain valuable "life experience", learn a new language (possibly)
78. travel and experience cultures and also be able to save substantially more than I would be able to save working in Canada with our taxes
79. add a rich experience to my teaching career
80. no response
81. learn a new language and learn about a new culture
82. learn different approach and gain new insights about teaching, attain personal and professional growth

83. grow as a teacher through such a rich and concentrated experience
84. grow as a teacher and person, learn about a new culture, meet new people
85. become excited again about my career profession, become excited about team work again
86. expand my career choices, feel more appreciated/ more useful in my teaching career
87. expand my horizons, find adventure, find a spouse
88. no response
89. personal growth, learn about other cultures
90. work with smaller classes in a new environment, refresh myself as a teacher – remind myself why I got into it 10 yrs ago. Learn new things experience something different
91. spend the rest of my working life in a situation that I can truly say makes me happy
92. Continue to use my skills and training in a profession I love without the assaults by the government of Ontario and school boards
93. enjoy a couple of years of teaching overseas then return to Ontario once some of the politics have settled down – if at that time I don't like the state of Ontario teaching, I'll move to another career.
94. meet new people, have new experiences (outside the typical North American ones), teach under more ideal conditions (better students, staff support, PTR, professional development), get exposed to things like IB programs, AP programs
95. travel, gain experience, learn a new language, meet friends
96. no response
97. no response
98. travel, meet and learn about new people and places
99. learn about different cultures, learn different languages, meet interesting people, see the world
100. expand my horizons, learn different teaching techniques, meet new friends
101. develop, travel, earn money to help pay off student debts

102. have the year (or two) of my life!!, see the world before I'm tied down with family!!
103. develop my teaching skills in a supportive environment, learn about other cultures/ travel, attain my long range goals regarding career development, gain valuable experience in teaching and personal development
104. gain teaching experience, grow as a person

Responses to Open Ended Question, "The Things That Pull Me Towards International Teaching Are..."

1. sense of adventure
learning new cultures
travel
2. excitement, collegiality, motivation, shared experiences, commitment to global education
3. opportunity to save money
learning about other cultures
opportunity to travel
4. experience teaching in a new culture
travel opportunities
potential for some saving
5. cultural exploration
travel
adventure
more for teaching as a profession
more resources and better facilities in most international schools
6. new place, people, culture, climate
ability to develop personally/professionally in a totally different place
learn new ways of teaching
7. learning a new culture and a new language
travel
adventure
8. travel
good pay, cheap countries, pay off debts
9. new culture, travel, adventure
10. Opportunity to travel, learn about new culture by being immersed in it, learning about education in other nations, working in a more multicultural environment
11. Chance to travel abroad
experience a new culture
gain an international perspective on educational practices
opportunity for savings

12. adventure
learning
travel
13. adventure
cultures
new languages,
discovery, chance to live abroad, meet exciting and interesting people
14. travel, don't like staying in one place
learning about other cultures
15. no response
16. new experience, salary benefits
17. experience, adventure
18. new challenge, new ideas, new life
19. intrinsic interest of cultures and places that are new to me
learning about other cultures to enhance my teaching practice
20. chance to explore new culture
professional growth
adventure
21. desire for challenge, adventure
22. Opportunity to travel, learn about new cultures, see historical sites
23. no response
24. a love of teaching and a sense of adventure
25. ability to save money
cultural experience
travel
26. travel opportunities
opportunity to meet other teachers around the world
experience of new culture
personal growth
27. travel, money, adventure

28. The opportunity to experience another culture, travel, and have an adventure. I have many friends who teach abroad (none have returned to Canada after experiencing education in other countries) and all of them have spoken of what a positive experience it has been and encouraged my partner and I to seek employment abroad. I want to go to a country where education is valued.
29. new experience, new curriculum, culture, travel, weather, personal choice
get out of Ontario system
30. learning about new cultures, landscapes
exploring the unknown
salary
low taxes
being able to travel (closer to other countries)
31. travel, language, experience
32. We do not need to ride out the rest of Mike Harris' agenda and its effects on the public and on the education system. We have better opportunities outside Ontario.
better working conditions
more flexible career
appreciation of my profession
33. experience, culture
34. no response
35. A sense of adventure, the thrill of the unknown, meeting new people, being exposed to a new culture and styles of teaching. Furnished housing (housing in Toronto is no easy task), Money for class trips and resources – I hope.
36. chance to travel, experience a new culture/ country
experience educational system in another country
37. Being a highly respected teacher, teaching at a great school, opportunity to live and experience a new place, financial incentives, the fact that I can do it with my partner who is a teacher, better climates (I hate winter!) opportunity to travel
38. adventure
39. new experience, new culture, travel
professional opportunities
better salary

40. salary, benefits package, professional opportunities, new experience
41. adventure, opportunities to travel, learning a new language
life is too short to stay here
I feel my life would not be fulfilling without traveling. Canada is too comfortable and predictable.
42. change, new language and culture, travel and adventure
43. adventure, salary/benefits, travel
44. the chance to experience a new culture and language
to experience a different education system
to have new professional as well as personal experiences
45. the adventure
the respect teachers have abroad
the opportunity for career advancement
46. travel and experience new countries and cultures
substantial savings potential
47. adventure, travel, learning about a new culture and language
48. the chance be part of a new culture
49. The opportunity for a challenge, to learn a new culture and a new language
The opportunity to travel and broaden my perspective of my world and myself
50. immersion in new culture, my own learning
51. the motivation of the children is great, progressive change, smaller classes – better learning, parent involvement/concern
52. perspective, understanding of our world, learning about other ways of life
53. experience new culture, adventure and curiosity, need a change of pace in my career, money, young... no ties
54. opportunity to work and travel simultaneously, to learn more about other cultures, open my mind to other experiences, welcome change of scenery
55. interesting experience, new challenges, adventure
56. new opportunities in the teaching field, salary, respect, less discipline and behaviour problems

57. rich cultural experience, travel, impression, perception of teachers in other countries (professionals)
58. previous overseas experience as a teacher, personal commitments, experience
59. travel, adventure, different country appeals to me, sense of change
60. different and new culture, learning a new language, adventure, travel
61. I like adventure. I enjoy being challenged. I want to experience another culture again.
62. travel, adventure
63. travel, workload, benefits
64. new experience, meeting new people, learning from students who represent different cultures. Opportunity for travel.
65. Opportunity to experience another culture and lifestyle
66. no response
67. better workload, pay (no tax), teacher respect, travel, flexibility to take risks, teacher morale is better, more casual relaxed atmosphere
68. cultural experience, adventure change in lifestyle, meeting new people
69. to get a sense of living abroad, travel, continue teaching after retirement but in a new environment
70. learning about a new culture, travel, learning a new language
71. cultural experience, respect of students/ administration
72. adventure, fun!, new experiences, new cultures, change of scenery, meet new people
73. travel, interaction with new people and culture, financial benefit, quality of school, students, administration
74. capture a vision for the world, learn about other cultures
75. a new culture and language to learn, open my mind to new experiences, enrich my knowledge of teaching methods and give my knowledge to others

76. a need to get away from Ontario, respect for teachers, travel opportunities, chance to learn a new language, cost of living, professional development
77. adventure, experiencing new cultures and new languages, smaller class sizes, better behaved students, more respect as a teacher, the possible opportunities to experiment with new teaching techniques
78. opportunity for full time teaching experience after graduation initially, combined with travel opportunities, now I'm more interested in the ability to save much more money than I would teaching in Canada due to tax-free non-residence income, prep time is considerably more with less teaching hours per week
79. adventure
80. no response
81. learn new language, travel, adventure on time off, learn about culture
82. opportunity to learn about/experience a new culture and gain a different perspective on teaching, opportunity to save some money
83. the multitude of opportunities available in international schools, opportunity to travel and really get to experience/live a culture, the excitement of not knowing what to expect each day
84. change, variety, new culture, chance to have new teaching experience
85. adventure in many aspects, meeting new colleagues, new children, opportunity to develop core curriculum.
86. teach in community where teachers are respected, teach in school where teachers are strongly supported, well recompensed, experience new culture/ curriculum
87. learning about a new culture, learning a new language
88. adventure, lifestyle
89. challenge, change, adventure
90. the opportunity to live and work in another culture – my past experience has shown me just how much one grows as a person and a professional when in an overseas setting
91. you covered this well in the questions, basically I enjoy teaching overseas and the lifestyle appeals to me

92. I was involved with FWTAO Project Overseas and taught in Guyana for a summer. This rewarding opportunity led to other possibilities.
93. curious about teaching in other country and private school environment, hoping to do some traveling, meet other adventuresome people, learn a new language
94. love of travel, desire for new experiences and cultures, desire for better work conditions and respect, possibility of learning a new language
95. travel, adventure, experiencing new culture
96. opportunity to learn about different culture, travel, my previous, positive experiences living abroad
97. chance to learn another culture, travel, change of pace from home
98. exploring new lands, learning about new cultures, adventures
99. travel, different culture
100. climate, adventure, travel
101. professional/personal development
102. travel, culture, spend quality time with my wife before having children, saving money
103. motivated, well behaved students, supportive administration, chance to be creative/innovative with lessons, great salary/benefits, low taxes or tax free
104. travel, different education systems, different teaching strategies, different experience

Responses to Open Ended Question, "The Things That Push Me Away From Ontario Teaching Are..."

1. none
retired teacher
2. Mike Harris
intentional dismantling of Ontario's Public Education System
political arrogance
Janet Ecker
John Snowbelon
Low morale
Diminishing community respect
Dismantling of professional discretion
3. Lack of respect from the public
Lack of respect from the government
High taxes
4. lack of support from government
5. current reforms to assessment and evaluation of students
lack of respect for teaching and teachers exhibited by Ontario government
lack of resources and money for schools(e.g. textbooks, supplies for everyday use)
6. too much bureaucracy, tension, POLITICS!
Ontario is easily the last place I would want to teach right now... we have forgotten about why we are teachers!! Where do the children fit in?
not ready to settle with a board for the next 40 years of my life
7. lack of respect for teachers from government
Harris
Money
8. political climate – why work in this if I don't have to
9. political and cultural disrespect
10. Nothing really significant, though it would be nice to work in an area where teachers are respected by the public and government rather than being perceived as "overpaid and underworked"
11. lack of respect for teachers in Ontario
changing work conditions

12. workload
other duties
bad relations with Ministry
awful manipulation of media by Ministry
dictatorial, non-accountable Minister of Education
13. lack of respect in the current climate
14. government
15. government
16. government!
workload
lack of appreciation
class size
17. Harris
workload
18. non-supportive government education department
19. antagonistic, centralizing government stance
undermining of contracts and bargaining process through moves to mandate
extra-curricular activities
20. Harris government attitude toward teaching
I intend to return to B.C. when finished overseas
21. politics
disrespect from students, public, government
don't want to become stagnant
22. the way teachers are portrayed by the government in the media
23. no response
24. public opinion
workload
preparation time (too little)
25. trend in government expectations
seesaw battle with government

politics, politics, politics

26. nothing is “pushing me” away except the personal interest in exploring the world
the hardest part about leaving- is leaving my current job that I love
27. public perception
government
rapid changes with no forethought
class sizes and make-up
28. As an intermediate teacher (grades 7 & 8) I feel that we have the worst of both worlds:
higher class sizes than our P/J and secondary colleagues; all the duties and
responsibilities of a P/J teacher, but no recess, and we lack the prep time of secondary
teachers. The Ontario government and the press constantly tell us what a bad job we’re
doing. Our workload is unreasonable, the students are needier than ever, and we don’t
have the resources to help them. In the Ottawa – Carlton DSB the budget has been
slashed by millions and there are more cuts to come. Special needs students are being
integrated into regular classrooms without adequate support and resources.
I do not feel I can remain teaching in Ontario (without a huge cost to my mental health
anyway!) However, I do not wish to leave the teaching profession. Therefore, I must
seek employment abroad. I love my job, but it’s killing me.
29. increased administrative work (e.g. TAP) to make up teaching hours (Bill 160)
increased workload (I’m presently teaching 4)
public opinion
government dictating
lack of power of unions
30. I do not want to live in Ontario
low salary
high taxes
poor teaching conditions
too many varying abilities of students in the classroom
31. workload
32. Mike Harris
I like to do well at whatever I choose to do. The demands placed on me here are
overwhelming and unrealistic. I am teaching well, given the situation, but I cannot
provide everything I am expected to for the children.
33. government
public sentiment
34. no response

35. The lack of respect and support from the public and government
People telling me “I have it made as a teacher” and to leave/change careers if I’m not happy. I love teaching, but the TDSB hasn’t given its teachers a raise in ten years.
We’re not valued.
36. I am not ready to settle in one board yet
37. Mike Harris
the politics
high stress teaching environment
kids who don’t respect teachers and the fact that the focus would be on discipline in many classes.
The weather (I hate Nov-March!)
The fact that I’d have to teach “crappy” classes and kids (i.e. applied level grade 9 & 10 classes)
38. the situation with the government
39. Mike Harris
low incentives
poor salary, heavy workload, unrecognized effort, poor environment
weather!
40. salary, benefits, workload
lack of respect and appreciation
41. paperwork, staff morale, feelings of being forced to take on extra responsibilities
(e.g. coaching, clubs, committees)
42. disrespect from the government – seems to be no end to it
no travel opportunities
overcrowded schools
43. politics!
44. the lack of appreciation and support from the public – namely the parents
the bold disrespect the government has for what I do
45. the always growing rift between teachers, our boards, and the government
46. low level of respect afforded teachers by the public and the government
poor school support (staffing, materials)
high workload

47. The disrespect and lack of appreciation for our work
48. the constant disrespect/degrading shown by the current provincial government toward the teaching profession
49. the respect for teachers by the public and government
50. there is no push away, rather a pull toward international teaching
51. large class size – less learning, more discipline
52. bad “vibes” in most high schools
workload, planning time, salary, respect for profession, no extra-curricular
53. workload, student loan, public opinion of teachers – lack of respect and stereotypes
54. public/political opinion, unsettling time for teachers, especially embarking on the career path
55. negative environment, continuous teacher bashing in media, increased workload and resulting problems
56. no respect from government, students or public, poor wages, not enough planning, no perks, being pigeon-holed (I teach French and I can’t get out)
57. workload, low salary with relatively high cost of living and taxes, perception of teachers by public and government, nothing holding me back (significant other)
58. Education in Ontario is too politicized. Not only do I have to work hard, but I also have to defend my occupation constantly
59. the government control, the routine, grew-up went through the system hasn’t changed much
60. government, high level of discipline with little administrative support and options; restrictions
61. I don’t believe that I am being pushed away from anything. Children need good role models around the world.
62. Mike Harris, lack of respect from government and public
63. workload, public opinion, government abuse

64. Political correctness, Political Correctness! Political interference, charter of rights and freedoms for use by people with narrow/specific agendas irrelevant to education while ignoring the expertise of qualified teachers
65. I've been here all my life and I want to experience another lifestyle.
66. no response
67. workload, class sizes, bureaucracy, discouragement for risk takers, very low morale, tax
68. more of an opportunity than really being pushed away
69. the provincial government's cutbacks
70. the politics, teaching 4/4 and no extra-curricular
71. workload (unreasonable), lack of respect from students in classroom
72. BORING, same old same old, negative politics, lack of adventure and rich cultural experience
73. current political climate
74. don't want a house and white picket fence right now
75. not respected, salary not enough to live in Toronto and pay my debts
76. 6.5/8 teaching time, morale, Mike Harris and the PC government, no time to do extracurricular activities (and I love to volunteer!)
77. Mike Harris reforms, the general attitude towards the teaching profession in Ontario, the need to be reinvigorated about teaching
78. the system where one must work for years part-time or substituting just before they can get a full time job. I don't want to exist on marginal wages for years after graduation! No prep time given in elementary and teaching 7/8 periods per day... international teaching has often (2/3) periods per day for prep, poor atmosphere in schools/administration
79. political manipulation of Ontario's teachers, lack of depth in administrative support
80. no response
81. the principal I work for, the overtime (I'm sure this would be the same wherever you go), I've always wanted to travel and teaching is the only way I can do it

82. low salary and high workload
83. the stress being placed on teachers by the government, society, etc.
84. difficult working conditions, low salary, low teacher appreciation
85. poor public perception of our workload, not so much a decision based on being pushed away more as to a change in my life is absolutely needed
86. government attacks and attitude towards teachers, teaching and education, increasing stress on teachers and decreasing support, decline in standard and ability of administrators due to the fact that nobody wants to do these jobs, job has been made more difficult. Schools will decline because of government policy. I don't want to watch that tragedy unfold.
87. workload, little respect given by public to teachers
88. quality of life, poor work environment
89. government attitude towards teachers, large classes
90. expectations of public/government that I feel I can't possibly meet with the hours in a day – more money isn't necessary, respect and support is. Time for a change, a new personal challenge. I think teaching anywhere for an extended period of time requires a significant amount of energy. Every few years a "shot in the arm" is a good thing, personally and professionally. Good teachers need to continue challenging themselves in new ways or risk stagnating... in Ontario no less!
91. low pay, low morale of teachers, government attitude to education and educators, I have never intended to work in Canada
92. The Conservative government! Mike Harris, College of Teachers, Principals removed from the teacher's union, Work overload for teachers, inadequate planning time, bad publicity/ propaganda by government, too much unmanaged and unmanageable change, inadequate support for special needs children, ESL, class size, teacher testing, provincial tests, lack of support for equity policies, closing of small schools
93. enormous workload, large class sizes, board politics, Ontario government, enormous range of ability/disability in a classroom and lack of support to accommodate needy students
94. the current political climate in Ontario – specifically: respect for the profession of teaching, workload, centralization of power for the government, the current Ontario government (i.e. Mike Harris!), stagnant lifestyle, I don't want to get into a rut, I'm still young and single so right now I have to take advantage of this option and I want to take advantage of it before my life changes (marriage, kids)

95. more of an opportunity than being pushed away
96. Ontario (long, cold winters), lack of respect from students, lack of trust from parents, government, general public
97. government treatment of the profession, rate/pace of change to the curriculum
98. N/A
99. Harris government's educational reforms, little administrative support for discipline problems, use of drama classes as dumping grounds for troubled students, whole language
100. salary, workload, public opinion of teachers (lack of parental support)
101. negative perception of teachers
102. politics, lack of respect, dealing with so much discipline – taking away from teaching
103. recent government changes to education system, high taxes, decline in student behaviour.
104. cut-backs in prep time, loss of school sports/extra-curricular activity

INFO

1. Professionally Speaking Magazine
2. Worked at a foreign school previously
3. Internet, Colleagues, Friends
4. Newspaper
5. Colleagues
The International Educator
6. school information sessions
other people
newspaper
7. colleagues
8. TIE
9. colleague's suggestion and a long held wish to travel abroad
10. friends, internet, TIE
11. discussed with colleagues
information session in Ottawa
TIE
12. personal research
internet
13. I've worked in Japan already. I first heard about possibilities through friends.
14. internet
15. in-laws
16. my parents
17. internet, word of mouth
18. newspapers, internet, colleagues
19. colleagues, internet, job fair
20. newspaper, colleagues

21. friends
school (Queen's)
22. colleagues, internet, experience working abroad
23. no response
24. newspaper, internet, colleagues
25. colleagues
26. newspaper, personal research, internet, word of mouth, magazines, Professionally Speaking
27. newspaper, internet, colleagues
28. friends teaching abroad, using services such as the Queen's job fair, Dave's ESL café (internet) and TIE
29. internet, colleagues
30. friends, newspaper, internet, colleagues, library
31. internet, word of mouth
32. Traveling in Indonesia in 1989, had dim sum with a Canadian teacher from Halifax who had spent 27 years (at that time) developing his career overseas. Opened my eyes to new opportunities.
33. friend
34. no response
35. internet – web searching, friends of friends
36. Information session at Queen's regarding International Fair
Friend of mine is teaching internationally at the present time and loving it
37. Queen's Placement Office/ Overseas Recruiting Fair
38. School
39. magazines, colleagues, internet
40. internet, magazines

41. friends, father
42. teaching fair, colleagues who have taught abroad, internet
43. colleagues, friends, internet
44. I first heard about this opportunity through colleagues who have done this Newspaper and research on internet
45. friends
46. attend Queen's
internet
worked abroad
47. attended Queen's Con Ed Program
48. colleagues
49. Queen's Placement Office
50. colleagues, Fair advertisement in teacher's journal
51. at Queen's in 1996-97 (B.Ed.)
52. Queen's University
53. newspaper, internet, colleagues
54. friends
55. colleagues, internet
56. I taught ESL in Japan before I did my B.Ed., based on that experience I am going abroad again (company car, paid accommodations, holidays, benefits, lots of prep time, lots of respect)
57. internet, Queen's Placement Office
58. previous experience
59. through Queen's
60. colleagues, friends who have taught internationally

61. I have many friends with experience teaching abroad. I have traveled extensively in Jamaica, Africa and England
62. newspaper, wife
63. newspaper, internet, colleagues
64. by colleagues, very satisfied colleagues
65. Queen's Placement Office, some international places come to the universities and you can find info from them
66. no response
67. TIE, web pages, friends abroad teaching, Queen's Fair
68. colleagues, internet
69. colleagues
70. no response
71. internet
72. mainly Queen's, some publications
73. Queen's placement office, web, TIE
74. faculty of education
75. Professionally Speaking and colleagues
76. friends
77. I have taught abroad before and I presently have friends teaching abroad
78. newspapers, job fairs, internet, Queen's placement office
79. colleagues, previous DND experience in Europe, internet
80. no response
81. internet, friends who have experienced international teaching
82. my fiancé taught overseas for a few years

83. Queen's placement office, internet
84. ex-wife used to be this fair organizer
85. internet, embassy staff in Ottawa
86. Queen's job fair, colleagues, internet, newspapers
87. colleagues
88. colleagues
89. have been following it for years, went to Queen's, knew about fair
90. volunteer experience, newspaper, internet, colleagues
91. I have been teaching overseas since I graduated from my undergraduate studies. I just want more of the same.
92. Colleagues, Internet, Teacher Federation Magazines, Queen's job fair: the support of a well organized, personalized, local job fair makes the process more manageable
93. I did my B.Ed. at Queen's a few years ago, found Alan Travers' email address on the internet and requested an application.
94. colleagues, subscribed to T.I.P.
95. colleagues
96. newspaper, internet, colleagues
97. I have a son and daughter-in-law who have international experience
98. colleagues – others told me about their experiences
99. internet, magazine, ads, friends
100. friends, internet, magazines
101. colleagues
102. TIE, Internet, Queen's Fair
103. was a JET participant and learned of overseas opportunities from meeting teachers during my travels

104. internet, TIE, word of mouth

APPENDIX D**Letter of Information and Letter of Consent**

Letter of Information

Dear Participant,

My name is Eron Strong and I am a Masters of Education student at Lakehead University in Thunder Bay, Ontario.

I am conducting a study of Ontario teachers and teacher candidates who choose to seek employment outside Canada. This study is part of research for the thesis component of my Masters degree.

The intent of this research is to find out why teachers in Ontario choose to seek employment outside Canada. In order to gather information for this study, I ask you to take five to ten minutes to complete the attached questionnaire.

There are no known physical, psychological, economic or social risks involved with this study.

Participation in this study is voluntary and you are not obliged to answer any questions that you find objectionable or which make you feel uncomfortable. You are free to withdraw from this study at any time.

No identifying information will be collected as a part of this study. All results will remain anonymous. All information you provide will remain confidential and securely stored at Lakehead University for seven years and then it will be destroyed. No participant names will be used in any data collected or produced.

Upon completion of this study a copy of the thesis and results will be made available to the Lakehead University Education Library. Results may also be released for publication.

If you have any concerns about the research procedure you may contact: Eron Strong (807) 577-9704, Dr. Walter Epp (supervisor) (807) 343-8520, or the Queen's General Research Ethics Board (613) 533-6081.

The completed questionnaire should be placed inside one of the enclosed envelopes. The completed consent form should be placed inside the other enclosed envelope. Please bring the separate, sealed envelopes to the Teaching Overseas Recruitment Fair for collection.

If you will not be attending the fair, you can mail the two separate envelopes to the address below.

Sincerely,

Eron Strong
Masters of Education Student
Lakehead University

Eron Strong
435 Frontenac Bay
Thunder Bay, Ontario.
P7C 1M5
strong@canoemail.com

Letter of Consent

Project Title: Ontario Teachers' Reasons for Teaching Outside Canada

By signing this form I, _____ consent to take part in the study "Ontario Teachers' Reasons for Teaching Outside Canada". My signature also indicates my agreement with the following statements:

I agree that I have read the Letter of Information and have had questions answered to my satisfaction.

I understand that I will be participating in the study "Ontario Teachers' Reasons for Teaching Outside Canada", that I have been informed that my involvement consists of completing a questionnaire, and that I understand that the purpose of the study is to find out why teachers in Ontario choose to seek employment outside Canada.

I am aware that I can contact Eron Strong and the Unit REB or the General Research Ethics Board with any question, concern or complaint that I have.

I understand that my participation is voluntary and that I am free to withdraw at any time.

I have been assured that no identifying information will be collected as a part of this study, all results will remain anonymous, all information I provide will remain confidential and securely stored at Lakehead University for seven years and then it will be destroyed, and that no participant names will be used in any data collected or produced.

Name: _____ **Date:** _____

Signature: _____